1-1-1980

The effects of union exclusion on intergroup work behavior in the Massachusetts state college system.

Anthony Francis Ceddia
University of Massachusetts Amherst

THE EFFECTS OF UNION EXCLUSION ON INTERGROUP WORK BEHAVIOR IN THE MASSACHUSETTS STATE COLLEGE SYSTEM

A Dissertation Presented

By

ANTHONY FRANCIS CEDDIA

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

May 1980

Education

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Approved as to style and content by:

William Lauroesch, Chairperson of Committee

Robert Grose, Member

Douglas Forsythe, Member

George E. Urch
for Mario D. Fantini

Mario Fantini, Dean
School of Education

To Valerie, Ann-Marie, and Michael

ACKNOWLEDGEMENTS

Many people were of invaluable assistance in the conception and writing of this dissertation. Those serving on my dissertation committee have been particularly important.

As chairman of my committee and advisor throughout my doctoral studies, Bill Lauroesch's counsel, criticism, and support have helped immeasureably. His insightful questions and ability to restate matters in simple terms eased a sometimes tedious process. Bob Grose has been involved in my doctoral work almost from the beginning. He has been a steady tutor of research design and methodology. Also, I have benefited from Doug Forsythe's understanding of human relations and his empathetic support.

Ray Sullivan has spent countless hours talking with me about my doctoral program. He has listened, reacted, and cared no matter what the issue. Bob Armstrong and John Jensen helped kindle and develop my interest and knowledge in educational research.

Marilyn Truskowski, my secretary, not only typed several drafts and the final copy, but through it all maintained a sense of humor regardless of the difficulties.

Finally, special thanks to Linda Smosky and Gloria Gagnon for their efforts on my behalf.

ABSTRACT

The Effects of Union Exclusion
on Intergroup Work Behavior
In the Massachusetts State College System

(May 1980)

Anthony F. Ceddia
B.S., Northeastern University
M.Ed., Northeastern University
Ed.D., University of Massachusetts

Directed by: Professor William Lauroesch

After the unionization of most employees in the Massachusetts State College System, certain personnel, including administrative management, confidential clerks, and nonprofessional supervisors, were designated as union excluded. At the time this occurred, no attention was given to the possible impacts a new face-to-face work group would have on campus organizational behavior. The purpose of the current study was to investigate and to assess the relationships among intergroup work behavior, union exclusion, and unionization.

The hypothesis tested was that the introduction and presence of this new work group negatively affected intergroup communication, cooperation, and productivity. Additionally, related research questions focused on the feelings of employees regarding exclusion, the reactions of other work groups to exclusion, and the impact of unionization.

The survey instrument, designed by the researcher, combined a questionnaire to ascertain pertinent background data, and an opinionnaire to assess attitudes on campus work group behavior. The attitude assessment section contained both objective and subjective response modes. For the fifty objective statements, a five category Likert type response scale was used. The subjective section contained two open-ended questions designed especially to elicit direct comments on union exclusion. Identical surveys were sent to all employees throughout the system. In order to gain cooperation from all employee unions involved, respondents were guaranteed anonymity.

The data were analyzed by work groups utilizing cross-tabulation and one-way analysis of variance with Scheffe's test to denote pairs of groups significantly different at the 0.05 level. Also, a factor analysis was completed on the responses to the fifty objective statements. The responses to the open-ended questions were coded, categorized, and summarized.

The results of the study indicate that union exclusion has had a negative impact on campus intergroup work behavior. It has disrupted the traditional membership, cohesiveness, and leadership patterns of the administrators and nonprofessional work groups. Moreover, many employees still do not seem to understand what exclusion is or what it means. Particularly troublesome is the status of union-excluded personnel. While unionization has

solidified group cohesiveness for the faculty and nonprofessionals, it has also produced a distinct division of labor among work groups and reduced organizational participation. Throughout, however, productivity has remained unchanged, but communication has become more formalized and disconnected. The cooperative spirit among groups is reduced, and employees seem to be doing only what has been set forth in the contract. Overall, morale is poor, and work groups are less effective than they could be.

The following are some implications of the study: (a) Campus intergroup relations can be improved if the roles and functions of union-excluded personnel are more clearly defined and explained. Also, the status of union-excluded employees warrants reexamination, and their job-related needs would benefit by a reassessment. (b) Although unionization has adversely affected some organizational characteristics, it has set forth unionized work group roles and functions in negotiated contracts. This information, if properly disseminated and explained, can help facilitate intergroup relations and improve organizational effectiveness. (c) Open and frequent communication among campus work groups can strengthen organizational cohesiveness and participation. Nonprofessional campus personnel need to be better assimilated into college communication networks.

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CHAPTER I

INTRODUCTION

Introduction to the Problem

Fundamentally, an organization is composed of groups of people. The results of such an arrangement of people is determined to a considerable extent by their capability to work together (Etzioni, 1964). Colleges and universities are complicated human organizations made up of numerous clusters of people placed in several work group categories. Although similar in some respects to business and industrial structures, colleges and universities are atypical because of their unique composition, function, and operation. For example, faculty, as a professional group, have controlled the destiny of most higher education institutions, an arrangement which has few if any parallels in the business world. Then too, since colleges and universities are primarily organized by academic disciplines, power and authority are diffused, and institutional goals are generally ambiguous. Usually, productivity is very much determined by individual or departmental initiative. Communication is often haphazard and cooperation depends on the issue or problem (Lee, 1978).

On college campuses the emergence of administrative functions to handle diverse student needs, federal and state regulations,

and collective bargaining has created conflict (p. 5). This conflict, which Leslie (1975) reported as inherent and useful in the operation of a social organization or system, is not only present but often observable in many colleges and universities. Generally arising from struggles involving the allocation of resources or power, conflict will not become dysfunctional unless there is a breakdown in the manner through which conflicts can be identified and mutually resolved (pp. 5-7).

For many institutions of higher education, collective bargaining has become a means of conflict resolution. In fulfilling this role, collective bargaining, according to Lee (1978), has affected many organizational dynamics and campus intergroup relationships (p. 4). Although important, collective bargaining itself is not the primary focus of this study. Rather, those organizational characteristics, such as intergroup productivity, communication, and cooperation, that probably have been influenced by collective bargaining, are significant in this research. Hopefully, the following study and analysis will help contribute to better administration, management, and planning in colleges and universities.

Context of the Problem

Employing some of the same creative initiative used in 1636 to pass a legislative act helping to establish Harvard College

(Rudolph, 1962), the Massachusetts General Court in the early 1800's created three normal schools at Lexington (1839), Barre (1839), and Bridgewater (1840). Massachusetts' unprecedented action provided the first nonecclesiastical normal schools in the country. These schools, supported by public funds, made professional training available to all citizens interested in a teaching career. By the end of the 19th century, public normal schools were operational in Framingham (originally in Lexington), Bridgewater, Westfield (originally in Barre), North Adams, Salem, Worcester, Boston (normal art school), Fitchburg, Lowell, and Hyannis (closed in 1944). In 1932, the normal schools were retitled state teachers colleges, and in 1960 they were designated as state colleges, offering in addition to teacher training, other professional and educational alternatives. Additionally, the Boston City Training School was transferred to the Commonwealth of Massachusetts in 1952 and later became Boston State College. Although the Massachusetts Maritime Academy, the first of its kind in the United States, was founded in 1891, it did not become part of the State College System until 1964 (Anello, Collins, Donley, Quinn, & Shlager, 1971, pp. 1:1-1:9).

Recognizing the continuing importance of higher education in the Commonwealth of Massachusetts, Governor John A. Volpe established a Special Education Commission in 1962 (Harcleroad & Armstrong, 1972). The Commission was charged with the responsibility

of developing recommendations for enhancing and expanding educational options. Senator Kevin B. Harrington chaired the Commission, and Dr. Benjamin C. Willis, Superintendent of Schools for the City of Chicago, was appointed the Executive Director of the study. Upon completion of the Commission's work in December 1964, appropriate legislation was drafted and enacted in June, 1965. This legislation known as the Willis-Harrington Act restructured the Department of Education in Massachusetts and created a Board of Higher Education. One significant change from the legislation was the founding of the Massachusetts State College System as a semi-autonomous agency no longer controlled by the Department of Education, but overseen by its own eleven member Board of Trustees (pp. 25-29).

Today the Massachusetts State College System is composed of ten colleges (Lowell State College has become part of the University of Lowell) serving more than 30,000 students and employing more than 3,400 persons. Campuses are located in Boston (Boston State College and the Massachusetts College of Art), Bridgewater, Fitchburg, Framingham, North Adams, Salem, Westfield, Worcester, and Buzzards Bay (Massachusetts Maritime Academy). The total operating budget for the State College System exceeds 76 million dollars (Massachusetts State College System Fiscal 1980 Budget Presentation, 1979).

Through the years, as the Massachusetts State College System expanded campuses and added new academic programs, other notable

developments occurred. One such development was the important and complex change that allowed State College employees, except certain specific personnel, to negotiate system-wide collective bargaining agreements. As Schuster (1974) indicated in the introduction of Encountering the Unionized University, no events in the recent history of higher education are as significant as the implications of collective bargaining (p. vii).

The opportunity to bargain collectively first became available to Massachusetts State employees in 1970 (Tice, 1972). As a result, employees of the Commonwealth, exclusive of elected or appointed personnel, were given the right to bargain collectively with respect to all conditions of employment, except salary and fringe benefits. Further, the determination of employee work units for the purpose of bargaining was grounded in the principle of community interest (employees with similar job duties and responsibilities). The State Labor Relations Commission acted as the certifying agency regarding employee unit designation and membership (pp. 170-1).

In 1973, the General Laws of Massachusetts relating to the scope of collective bargaining rights for public employees were further amended, expanding the purview of bargaining to wages, fringe benefits, standards of productivity, binding arbitration, and agency fee (Massachusetts General Laws Annotated, Vol. 22, 1978, pp. 91-224). As a result of these amendments, State College

administrators, faculty, and nonprofessional personnel formed system-wide employee units affiliated with national union organizations. The administrators were represented by the National Association of Government Employees (Agreement Between The Board of Trustees of the Massachusetts State College System and the National Association of Government Employees, 1978). The faculty were represented by the National Education Association/Massachusetts Teachers Association (Agreement Between The Board of Trustees of the Massachusetts State College System and the Faculty Association/MTA, 1978). The nonprofessional staff were represented by the American Federation of State, County, and Municipal Employees (Agreement Between The Board of Trustees and the American Federation of State, County, and Municipal Employees, 1977). Separate contracts were negotiated and executed with each of the aforementioned employee work groups. This arrangement replaced all earlier separate faculty contracts negotiated by individual colleges in the system.

Another outgrowth of the new labor legislation in 1973 was the establishment of a new employee work group classification. Specifically, managerial (supervisory) or confidential (entrusted with private matters) employees were excluded from rights provided through collective bargaining authorization. The criteria by which personnel were designated as managerial or confidential were outlined in the Massachusetts General Laws Annotated, Vol. 22, (1978) in

Chapter 150E, Labor Relations: Public Employees (New):

> Employees shall be designated as managerial only if they (a) participate to a substantial degree in formulating or determining policy, or (b) assist to a substantial degree in the preparation for or the conduct of collective bargaining on behalf of a public employer, or (c) have a substantial responsibility involving the exercise of independent judgement of an appellate responsibility not initially in effect in the administration of a collective bargaining agreement or in personnel administration. Employees shall be designated as confidential only if they directly assist and act in a confidential capacity to a person or persons otherwise excluded from coverage under this chapter. (p. 91)

Applying the above criteria, the Massachusetts State College Board of Trustees, as part of the employee unit designation process, negotiated with each system-wide union affiliate and, under the supervision of the State Labor Relations Commission, identified certain personnel as managerial or confidential. As a result, some administrators and nonprofessional personnel were excluded from their respective system-wide employee units and any corresponding claim to collective bargaining privileges (NAGE Agreement, 1978; AFSCME Agreement, 1977). It is perhaps interesting to note that

no substantial debate occurred at this time regarding the possible exclusion of any members of the faculty unit, such as academic department chairpersons, who undertake some managerial functions associated with faculty recruitment, evaluation, promotion, and workload.

This issue has recently become a more significant matter in faculty unit designation, especially in the private sector, as exemplified by the case of the National Labor Relations Board versus Yeshiva University. In addition to arguing that all faculty were managerial personnel, Yeshiva University also contended that department chairpersons supervise at least half of the time. Therefore, for these reasons it would appear that chairpersons should be excluded from bargaining privileges. For the present time, the issue of chairperson exclusion in this case is moot, because the designation of the entire faculty unit of which chairpersons were a part was revoked by the United States Second Circuit Court of Appeals (Douglas, 1979). The Supreme Court voted to sustain the Circuit Court of Appeals ruling in this matter. In effect, the Supreme Court concurred that the faculty at Yeshiva, because of their role in decision making, are managerial and supervisory personnel. Therefore, Yeshiva faculty members cannot unionize (McCain, 1980). Although this case involves a private university, the decision may impact collective bargaining in public as well as private institutions.

Smith (1972), based on a review of applicable state laws and federal orders, indicated that the current practice in the determination of employee units, especially regarding the manner by which employees are excluded, seems to be at either end of a continuum. Either little direction is provided for determining exclusion consistent with the broad principles outlined in the National Labor Relations Act, or rigid guidelines are provided through legislation such as that enacted in Hawaii and Massachusetts (pp. 14-15).

Approximately 106 administrators (NAGE Agreement, 1978) and 77 nonprofessionals (AFSCME Agreement, 1977) were designated as excluded personnel and, therefore, not eligible to participate in their respective system-wide employee units for the purpose of collective bargaining. This process of exclusion formed a new and unique work group on each campus in the system. A work group is defined as a cluster of individuals sharing a similar role and status (community of interest) within an organization and laboring towards established goals (Etzioni, 1964, pp. 3-4). Unlike other more traditional college face-to-face work groups of administrators, faculty, or support staff, this new group included both administrators and nonprofessional personnel. This unusual combination resulted from their mutual involvement in managerial and confidential personnel policies and practices. On each of the ten campuses in the Massachusetts State College System, this new face-to-face work

group included a combination of the following personnel: (a) executive management personnel such as certain directors, deans, vice-presidents, and the president (NAGE Agreement, 1978); (b) confidential clerical personnel, such as secretaries to deans, certain directors, vice-presidents, and the president; and (c) supervisory maintenance, security, and technical personnel, such as foremen, chief security officers, and supervisory laboratory technicians (AFSCME Agreement, 1977).

The structure and process of college and multicampus organizations should be designed and developed for the purpose of orchestrating the work of different groups which are all striving to achieve previously defined goals (Baldridge & Deal, 1975). Included within this dynamic process are the different attitudes and perceptions that groups develop regardless of whether or not they are existing or new to an organization (Thelen, 1954). Therefore, organizational effectiveness is dependent upon the interaction of structure and process. According to Nielson (1972) in "Understanding and Managing Intergroup Relations":

> Such differences can often lead to intergroup conflict at the social interfaces where the work of the different groups is coordinated and they always represent the potential for conflict.
>
> Whether one views intergroup conflict as good or

> bad, desirable in some cases or at best a necessary evil, the fact remains that it is ubiquitous in large organizations and thus comprises a salient phenomenon with which managers must deal. (p. 329)

Prior to the execution of system-wide collective bargaining agreements in the Massachusetts State College System, there were generally three recognized face-to-face work groups on each campus: (a) administrators, (b) faculty, and (c) nonprofessional personnel. Each work group was also composed of various subgroups, such as faculty organized by academic departments, administrators assigned to admissions, or janitors responsible for the maintenance of a particular building. Additionally, members of different work groups occasionally participated in campus projects that required the assistance of various segments of the college community. Some of these tasks included academic ceremonies, accreditation review preparation, student activities, and other similar work.

On all campuses in the Massachusetts State College System, students as a group participate in shared governance procedures (MTA Agreement, 1978, pp. 67-96). Although this could in some situations qualify students for consideration as another work group, it is an assumption of the researcher that their formal organizational work involvement is limited; therefore, for the purposes of this study students have not been classified as a campus work group.

However, some attitudes about students are assessed in this study because many of the activities of college work groups are intended to meet the needs of students.

The Problem

The problem, as identified by the researcher, is that little or no attention has been given to the introduction and presence of a new face-to-face work group of union-excluded personnel on each campus. Many employees who have been categorized as excluded are confused about their role and status. This situation still exists because the Board of Trustees has failed to adopt formal personnel policies for excluded personnel. Furthermore, no formal information pertaining to the reasons for excluding some personnel from employee bargaining units has been shared with staff on campuses or throughout the system. For several colleges in the system, this is their first experience with collective bargaining; for the system, it is its first experience with system-wide employee bargaining units and contracts. Consequently, organizational effectiveness and employee relations have been affected by the lack of a clear understanding and definition of the role and status of excluded personnel. Also not seriously considered has been the impact of this new group on the attitudes and behaviors of existing campus work groups. The researcher has assumed that the bold introduction of this new work

group has negatively influenced campus intergroup work behavior within the system and thereby reduced organizational effectiveness. Intergroup communication, cooperation, and productivity have been particularly affected.

As Schein (1970) pointed out:

> The first major problem of groups in organizations is how to make them effective in fulfilling both organizational goals and the needs of their members. The second major problem is how to establish conditions between groups which will enhance the productivity of each without destroying intergroup relations and coordination. This problem exists because as groups become more committed to their own goals and norms, they are likely to become competitive with one another and seek to undermine their rivals' activities, thereby becoming a liability to the organization as a whole. The overall problem, then, is how to establish high productive, collaborative intergroup relations. (p. 96)

Purpose of the Study

The purpose of this study is to determine the effects of having introduced a new face-to-face work group within college organizations throughout the Massachusetts State College System, and this

new work group's influence on intergroup communication, cooperation, and productivity. An additional objective of this study is to assess some of the impact of unionization on organizational behavior.

Hypothesis and Related Research Questions

The hypothesis tested in this study is as follows: The introduction and presence of a new work group has negatively affected intergroup communication, cooperation, and productivity in college organizations throughout the system. This group is composed of certain college employees excluded by legislation from the privileges of collective bargaining because of their managerial, confidential, or supervisory personnel functions.

The related research questions within the scope of the study are as follows:

1. Have individual employee feelings involving job satisfaction, morale, participation, and personal needs been affected by the introduction and presence of a new campus work group of excluded personnel?

2. Have the characteristics of cohesiveness, leadership, participation, and morale of other college work groups been affected by the introduction and presence of a new campus work group of excluded personnel?

3. Have organizational traits such as climate, cohesiveness,

leadership, and participation been affected by unionization?

Study Delimitations

Since the principle of union exclusion was established through legislation and applied during the designation of employee work groups for the purposes of collective bargaining, the researcher had no control of the independent variable. Therefore, the inquiry method used was causal-comparative or, as it is often referred to, ex post facto research. Kerlinger (1965) described causal-comparative research as follows:

> Ex post facto (or causal-comparative) research may be defined as that research in which the independent variable or variables have already occurred and in which the researcher starts with the observation of a dependent variable or variables. He then studies the independent variables in retrospect for their possible relations to, and effects on, the dependent variable or variables. (p. 360)

Additionally, the researcher had no control regarding which subjects received the treatment, i.e., which employees were excluded from collective bargaining privileges. Methodologically it is preferable to randomly select a sample of subjects from a larger population, and randomly assign the subjects to treatment

groups. In this study, the subjects were already categorized into four campus work groups. As Lehmann and Mehrens (1971) reported:

> Because treatment and randomization are not possible in causal-comparative research, and because of the lack of control inherent in such research, it is most difficult to conclude that 'if a, then b.' Before the researcher can conclude 'if a, then b,' or 'a causes b,' he should be convinced that there are no other factors such as x or y that may have caused b. (p. 255)

This study was confronted with what Mouly (1963) referred to as problems of control and interaction of a:

> multiplicity of causal factors, contributing factors, and precipitating factors, as well as an unlimited number of other elements of varying degrees of relevance--all operating in different degrees of interaction. (pp. 348-9)

Although attempts were made in the design of this study and the administration of the research instrument to exert some control over extraneous factors, it was not possible to identify and manage all of them. Consequently, the results of this study are not as definitive as those that would have been derived if an experiment were conducted; however, the complex organizational nature of the study setting, the Massachusetts State College System, precluded

the use of an experimental research design. Nevertheless, plausible explanations for causal relationships and connections between the study variables and outcomes are reported as part of the description of the research methodology and data analysis. Furthermore, in order to keep this study manageable, students were not classified as a subject group nor were the organizational implications of a centralized bureaucracy such as the central office of the Massachusetts State College System considered.

Definition of Key Terms

To assist the reader in understanding the researcher's operational meaning of key terms used in this study, the following definitions are provided.

1. Administration: All full-time and part-time professional employees in certain administrative positions (directors, associate directors, assistant directors, associate deans, assistant deans, staff associates, and staff assistants) at the ten state colleges under the jurisdiction of the Board of Trustees and represented by the Massachusetts State College Professional Administrators Association/National Association of Government Employees (NAGE Agreement, 1978).

2. Bargaining Unit: A grouping of employees for purposes of collective bargaining who share a commonality of interest regarding job duties and responsibilities (Tice, 1972).

3. Climate: The prevailing attitudes, standards, or environmental conditions affecting the work behavior of employees and groups in academic organizations (Owens, 1970).

4. Cohesiveness: An organizational or group sense of identity. The strength of the positive regard among the members

of a group (Cartwright & Zander, 1968).

5. Communication: The transmission of information, ideas, attitudes, and feelings within an organization or group. The communication process can be both formal and informal (Blake & Mouton, 1964).

6. Cooperation: An organizational or group situation within which the activities of participants are oriented toward common goals (Chruden & Sherman, 1972).

7. Dependent variable: The factor which according to the hypothesis may change with the manipulation of the independent variable (Tuckman, 1972). For the purposes of this study the dependent variables are intergroup communication, cooperation, and productivity.

8. Excluded personnel: Those employees of the Massachusetts State College System that are precluded from participating in bargaining units because of managerial, confidential, or supervisory personnel responsibilities (MGLA, Vol. 22, 1978, pp. 91-224). (a) Managerial: President, vice-president, dean, certain directors, and other administrators designated by the college through the Board of Trustees as having responsibilities associated with determining policy, exercising independent judgement in personnel matters, and administering collective bargaining agreements; (b) Confidential: Secretary or clerk who is responsible for maintaining privileged information associated with managerial personnel functions; and (c) Supervisory: Maintenance, security, or technical personnel who are first line supervisors of other nonprofessional personnel.

9. Faculty: All faculty who hold a full-time appointment as authorized by the Massachusetts State College Board of Trustees as professor, associate professor, assistant professor, instructor, or librarian (MTA Agreement, 1978).

10. Independent Variable: That factor in an experiment which is usually identified or varied by the researcher and understood to bring about change of phenomenon that can be observed (Tuckman, 1972). In the design of this study, the prior treatment of excluding certain employees from collective bargaining is the independent variable.

11. Intergroup behavior: The actions, responses, and

relationships among groups in an organization (Lorsch & Lawrence, 1972).

12. Intervening variable: That factor which may be responsible for influencing outcomes in research but cannot be easily controlled or identified (Tuckman, 1972). The intervening variable in this study is unionization.

13. Job satisfaction: The degree to which a worker feels contented, fulfilled, or gratified about his job (Zaleznik, Christensen, & Roethlisberger, 1958).

14. Leadership: The interpersonal skills to successfully initiate, coordinate, and complete planned activities involving individuals, groups, or organizations (Tannenbaum, Weschler, & Massarik, 1961).

15. Moderating Variable: That characteristic which is identified by the researcher to ascertain whether it influences the relationship between the independent and dependent variables (Tuckman, 1972). In this study the following characteristics have been identified as moderating variables: (a) age, (b) college affiliation, (c) educational background, (d) salary, (e) union experience, (f) union membership, (g) sex, (h) supervisory responsibilities, (i) work experience, (j) work group category, and (k) years of service in the system.

16. Morale: The degree of positive regard and feeling of purposefulness towards oneself, group participation, or organizational involvement (Gardner, 1978).

17. Nonprofessional Personnel: Clerical, maintenance, security, and technical staff that are full-time and part-time employees in nonprofessional support positions at the ten state colleges and under the jurisdiction of the Board of Trustees and represented by the Massachusetts State Employees Association/ American Federation of State, County, and Municipal Employees (AFSCME Agreement, 1977).

18. Participation: The degree to which an individual takes part or shares in the activities of a group or the extent of a group's involvement in an organization (Cartwright & Zander, 1968).

19. Personal Needs: Those motives associated with personal

well-being in a group or organization. Personal needs include such motives as (a) acceptance, (b) achievement, (c) aspiration, (d) belonging, (e) security, and (f) trust (Argyris, 1964; Katz & Kahn, 1966).

20. Productivity: The full utilization of individual or group resources in achieving outputs related to predetermined goals of an organization (Argyris, 1960; Richman & Farmer, 1974).

21. Work Group: A cluster of individuals sharing a similar role and status (community of interest) within an organization and laboring towards established goals (Etzioni, 1964).

Need for and Significance of the Study

This study should assist in achieving better college and system organizational management. The data collection techniques, analyses, and implications should prove helpful in developing a clearer understanding of employee and group behaviors and their relationship to intergroup conflict. Additionally, the results may suggest appropriate paradigms for timely management intervention activities which could aid in improving organizational climate, employee job satisfaction, organizational effectiveness, and union/management relations.

Also, there is the possibility that the study results may be used by the Massachusetts State College System Trustees, legislators, and other state officials responsible for determining policies pertaining to the principle of exclusion and personnel so designated. Although the university and community college systems are not included within the scope of this study, both organizations have excluded

personnel; consequently, there is the likelihood that the results may also be applicable to these agencies.

Order of the Presentation

In order to aid the reader, it is appropriate at this point to indicate how the remaining sections of this dissertation are organized and what their content includes. Chapter I is an introduction to the problem with particular emphasis on its context, the purpose of the study, the hypothesis and related research questions, delimitations of the study, definition of key terms, and the need for and significance of the study.

Chapter II surveys the pertinent existing literature. Basically the review is separated into three sections: (a) groups and organizations, (b) intergroup relations, and (c) organizational structure and dynamics in higher education. This approach has been taken in order to establish as broad an overview as possible, while developing specific references in the literature upon which the proposed research is based.

The research design and methodology are described and discussed in Chapter III. The hypothesis and related research questions are restated with focus on the rationale supporting the research techniques used in the study. This chapter concludes with a review of the research instrument, the strategies used in obtaining the

data, and a summary of analytic techniques.

Chapter IV presents an analysis of the data and information on the study population and respondents. Tables are also used to help explain the statistical treatment of the data and its relationship to important conclusions concerning the problems analyzed in the study. For the reader's convenience, additional tables are included in Appendix F.

After a restatement of the study purpose, a summary of the findings and a discussion of the results with respect to the hypothesis and related research questions are set forth in Chapter V. This chapter also indicates the limitations of the study and areas for further research.

The final sections of this dissertation include a bibliography and appendixes.

CHAPTER II

SURVEY OF PERTINENT LITERATURE

Introduction

The purpose of this study is to determine the effects of having introduced a new work group within college organizations throughout the Massachusetts State College System, and this new work group's influence on intergroup communication, cooperation, and productivity. An additional objective of this study is to assess some of the impact of unionization on organizational behavior.

The literature survey has been designed to provide a meaningful background for this dissertation while developing specific references upon which the study is based. Therefore, the review of the literature is separated into three sections: (a) groups and organizations, (b) managing intergroup relations, and (c) academic organizational structure and dynamics.

Groups and Organizations

The literature relating to groups and organizations focuses on group performance and its corresponding relationship to the achievement of organizational goals. That focus is predicated on the premise that although a group is composed of individuals, each of whom has a unique set of behavior patterns, a successful group

encompasses a collective purpose. Distinctive group characteristics, such as leadership, cohesiveness, morale, and participation, are influenced by three factors: (a) the personalities and needs of individuals comprising the group; (b) the nature of interpersonal relationships within the group; and (c) the role of the group in the organization (Schein & Bennis, 1965). As Likert (1961) stated, "An organization will function best when its personnel function not as individuals, but as members of highly effective work groups with high performance goals" (p. 105). In a later work, Likert (1967) built on some of his earlier premises and advised that appropriate or congruous relationships among groups support organizational structure, not individually motivated behavior. Additionally, Likert contended that the role of the manager is significant as it pertains to facilitating intergroup activity. While performing as managers and facilitators, they can also be leaders of their own groups and can simultaneously be members of their superiors' group. This combination of various roles may produce ambiguity; therefore, their leadership and management success will depend upon their ability to understand and cope with this ambiguity in relation to group and organizational process (pp. 47-84).

Halpin and Croft (1963) relied on some of Likert's work and applied it to educational organizations. They focused on the fact that the release of individual and group potential is largely

dependent upon the existence of the proper motivational mood or climate within an educational organization. Furthermore, they believed that every academic institution, because it is a human organization, has a climate, atmosphere, or personality of its own. This personality distinguishes it from other organizations and more importantly, influences the behavior of its members. Therefore, Halpin and Croft recommended that management or administration should endeavor to create the type of climate that will purposefully facilitate productive group behavior. Also, whenever possible, management strategies should strive to satisfy the personal needs of people within the organization. This latter suggestion contributes toward attaining both positive employee morale and organizational climate.

Owens (1970) expanded on the importance of organizational climate in educational settings and described its relationship to other variables in institutional behavior. Owens declared that individual and group organizational performance is linked to such factors as leadership styles, communication networks, and levels of cooperation. Although he focused on public schools and not colleges or universities, his point of view and ideas are germane to the conceptualization and clarification of the focus of this disseration.

The study of forces inherent in a group represents an area of behavioral research that has literally exploded since the

classic studies conducted by Elton Mayo and his associates at the Hawthorne Plant of Western Electric Company (Mayo, 1946). Researchers recognized that the study of group behavior is a complex task (Hinton & Reitz, 1971). Defining factors or variables to be studied is difficult and controlling them is equally troublesome (Homans, 1974). Nevertheless, studies of group dynamics and group behavior within organizations can provide meaningful feedback about work atmosphere and managerial techniques (Blau & Scott, 1962).

Thelen (1954) commented that group process is the nexus of individual personality and organizational structure. Group process alters behavior through its socialization activities, which are usually generated by organizational goals. It is the dynamic interaction of groups that changes an organization. Thelen recognized that groups may be affected by indigeneous objectives, organizational problems, and confrontations between group identity and individual personalities. Effective leadership can juxtapose these issues in such a way as to coordinate group behavior and move it in a positive direction (pp. 275-366).

Through the application of a conceptual model of open-system theory, Katz and Kahn (1966) embellished the level of understanding associated with the complexities of the interrelationships between individual and group behaviors to organizational process. Utilizing the event-structure theory of Allport, the general systems

approach of Miller, and the sociological theory of Parsons, they progressed beyond describing just the simplistic behavior of people in organizations (pp. 2-69). Emphasizing the dependence of individuals, groups, and organizations upon their environments, Katz and Kahn asserted that it is the dynamic interaction of all these aspects that lead them to view organizations through a systems concept (pp. 336-384). This dissertation assesses some of these activities in campus organizations throughout the Massachusetts State College System, and the research design underscores the importance of viewing the colleges as an interrelated network (system) of organizations.

Argyris (1960, 1964, 1976), Etzioni (1964), Likert (1967), and Schein (1970) continued to emphasize the significance of understanding the relationships between individuals and groups within an organization. If management or administration are effective, they will balance the needs of the individual, the group, and the organization. The more unequal these forces or needs are, the less effective the organization is. Continual monitoring and assessment of organizational process are essential for institutional success. This dissertation heeds the advice of these theorists and focuses on group and intergroup activities and relationships within organizations. Argyris (1964) summarized it best when he stated, "our problem is to understand the changes that the organization (and the

individual) will have to make if it is to obtain the most possible human energy for productive effort" (p. 11).

Cartwright and Zander (1968) cataloged the variables involved in group process. In addition to pointing out that groups are always part of an organization, they indicated that group process and interaction influence individual participants. Although group outcomes can be both positive and negative, insights derived from studying the dynamics of groups at work can be used in refining techniques associated with the management of group behavior (p. 23).

Hare (1976) reported that research findings associated with group performance characteristics indicated the following: (a) Groups are productive when they work within some predetermined process. (b) When group structure is determined by the task to be performed and friendships within the group are strong, group productivity and morale will be high. (c) If some group participants are disinterested in the task to be performed, the activity level of the entire group is affected. (d) Those groups that are productive know they are productive and the reasons for it. These reasons include a sense of accomplishment, a consistent and accepted mode of operation, good interpersonal relations, and little or no conflict regarding status among the members. (e) People involve themselves in groups because of the tasks to be performed (work groups), the status derived from membership, or the need to affiliate with others;

therefore, a group participant's level of satisfaction can be strongly influenced by achievement in any of the aforementioned areas. (f) Productivity in some groups may be inversely related to the level of friendliness among groups members. (g) When members of a group are involved in achieving personal rather than group goals, the group is less productive and participant satisfaction is adversely affected. (h) Although the authoritarian style of leadership within a group results in more productivity, the climate among group members is less positive than that within a more democratic group. (i) Outputs are higher from cooperative groups and lower from those groups with members competing among themselves. (j) Ambiguous tasks or goals make groups less productive and less harmonious. (k) Control and direction are less important in fostering group productivity if cohesiveness within the group is high. (l) Increased group cohesiveness can sometimes be produced by negative feelings towards other groups. (m) Predetermined rules and their implementation (contract) improve group working conditions and increase output. (n) Groups involved in complex activities require more leadership and synchronization. (o) Communication within a group is an important variable affecting group productivity. (p) The more satisfied group members are, the more they will participate in group activities. (q) Competent leadership improves group productivity and efficiency. (r) Training associated with job responsibilities and

feedback on work performance can significantly improve group productivity, cooperation, and communication. (s) When group members perceive their personal needs to be congruent with group concerns, group productivity increases (pp. 330-356). All of the aforementioned postulates on small group behavior are of interest in this dissertation.

Aware that groups are the basic components of an organization, Galbraith (1977) asserted that organizations are controllable, and their design and structure should reflect their function. No organizational design should remain static. Rather, organizations should continually be redesigned as a result of an on-going process analysis with special attention given to group and intergroup behaviors (pp. 2-30). Task analysis, communication, leadership, productivity, reward systems, and cooperation within organizations can be manipulated through organizational design decisions. Galbraith seemed to build on the earlier research of groups and organizations by highlighting the importance of the dynamic characteristics of group behavior in an organizational setting. Finally, Galbraith suggested that although his writing is generally applicable to business and industrial organizations, some of the theories and ideas are relevant to public service or other human organizations (pp. 291-376).

It is this latter contention that is especially relevant to this dissertation. Results of this current study should assist

administrators and policy-makers in beginning what ought to be a continual program of organizational design and process assessment in the Massachusetts State College System. None currently exists. As Galbraith indicated, people and groups in an organization will behave according to how they are organized and led (pp. 315-327).

Melcher (1976) reviewed most current and some historical studies on organizational behavior and incorporated their results into his scheme of organizational analysis, which is really another form of systems analysis. Significant for Melcher are the interrelationships of psychological and social factors within an organization. No one variable is as important alone as it is in relation to other forces operating within the organizational system. Melcher described research analysis of this system as critical to the well-being of all organizations (pp. 3-26). Work and interpersonal group behaviors such as job satisfaction, leadership, communication, cooperation, and productivity are affected not only by organizational structure, but by other forces operating overtly and covertly on the social context of the organization (pp. 61-85). Melcher's treatment of this matter is sophisticated and thorough, yet practical and insightful. Several of his theoretical premises have been helpful in planning and designing the survey instrument used in this dissertation because of the interorganizational setting of the current study.

Evan (1976) reviewed structures and systems in organizations and gave particular attention to the status and rank (hierarchy) and their relationship to organizational process, participation, and fiscal management. He described academic organizations as atypical, requiring a balance among democratic decision making, bureaucratic authority, and conflict resolution. According to Evan, this balance can be achieved through an "organizational constitutionalism" (p. 91) associated with institutional design, function, and participation. Role, status, and due process are predetermined. Also, Evan suggested that new leadership techniques will be required in order to manage colleges and universities in the future. There will be a need for conflict-resolving skills, combined with the abilities to meet the growing demands for accountability (pp. 83-111).

Griffiths and Lutz (1969) supported the significance of trying to develop possible taxonomies (set of classifications that can be tested) of organizational behavior in educational institutions. They reported that this process would help: (a) define what areas of study are applicable to the analysis of educational organizations, and (b) identify and classify important organizational variables and phenomena as well as their possible relationship to educational administration (pp. 239-263). Although published in 1969, this remains an important work because of its holistic approach in developing and designing taxonomies as a means of observing, classifying,

and statistically analyzing relationships within educational organizations. The present dissertation attempts to develop a modest taxonomy based on clusters of subject attitudinal responses and their possible connection to group and organizational behaviors and management practices.

In summary, colleges and universities are organizations composed of individuals working in groups and functioning in an active social system set within a vibrant cultural context (Parsons & Platt, 1973). Any attempt to study and analyze the dynamic functions of an academic organization or system requires an understanding of the psychosocial basis of group behavior and process. Finally, the elementary dynamic forces operational within college and university organizations are very similar to the forces affecting individual and group behavior in other types of organizations (Perkins, 1973; Gross & Grambsch, 1974).

Managing Intergroup Relations

The literature on group relations suggests that within every organization there will be group interaction (Hampton, Summer, & Webber, 1968, pp. 356-373). This complex process can result in either positive or negative outcomes depending on the internal or external organizational conditions that interact (Bennis, Schein, Berlew, & Steele, 1964, pp. 357-394). Furthermore, intergroup

communication, and productivity are cognate variables for achieving organizational goals (Spray, 1976). The creation of appropriate conditions among groups to ease the human condition and enhance organizational effectiveness is also cited as an important management concern (Weick, 1969). Intergroup conflict, dissonance, and lack of productivity result when management fails to recognize the contributions and significance of all groups, does not foster group interaction, and overemphasizes competitive group situations (Nielson, 1972).

Schein (1970) contended that formal groups within organizations must be designed and managed as adroitly as possible in order to meet both the goals of the organization and the personal needs of its members. Equally important are the problems of intergroup competition and conflict. Organizational harmony or balance, according to Schein, can only be accomplished to the degree group conflict can be managed, the needs of organizational participants met, and realistic goals established. This is obviously not an easy task, especially in complex organizations, without the use of some form of on-going research and assessment as Argyris (1976) emphasized.

Schein summarized this problem of integration when he stated:

> Groups are highly complex sets of relationships. There are no easy generalizations about the conditions under which they will be effective, but with suitable

training, many kinds of groups can become more effective than they have been. Consequently, group-dynamics training by laboratory methods may be a more promising approach to effectiveness than attempting a priori to determine the right membership, type of leadership, and organization. All the factors must be taken into account, with training perhaps weighed more heavily than it has been, though the training itself must be carefully undertaken.

The creation of psychologically meaningful and effective groups does not solve all of the organization's problems if such groups compete and conflict with each other. We examined some of the consequences of competition under win-lose conditions and outlined two basic approaches for dealing with the problem: (1) reducing conflict by increasing communication and locating superordinate goals, and (2) preventing conflict by establishing from the outset organizational conditions which stimulate collaboration rather than competition.

It is important to recognize that the preventive strategy does not imply absence of disagreement and artificial 'sweetness and light' within or between

> groups. Conflict and disagreement at the level of the group or organizational task is not only desirable but essential for the achievement of the best solutions to the problems. What is harmful is interpersonal or intergroup conflict in which the task is not as important as gaining advantage over the other person or group. The negative consequences we described, such as mutual negative stereotyping, fall into this latter category and undermine rather than aid overall task performance. And it is these kinds of conflicts which can be reduced by establishing collaborative relationships. Interestingly enough, observations of cases would suggest that task-relevant conflict which improves overall effectiveness is greater under collaborative conditions because groups and members trust each other enough to be frank and open in sharing information and opinions. In the competitive situation, each group is committed to hiding its special resources from the other groups, thus preventing effective integration of all resources in the organization. (p. 103)

Although Schein's perspective is primarily from the field of organizational psychology, his premises are also applicable to academic organizations. Peterson (1973) substantiated this transferability

of knowledge from the behavioral sciences to the study of organization and administration in higher education. During the conceptualization and design of this dissertation, serious attention has been given to the aforementioned dynamics articulated by Schein.

Emphasizing the need to analyze and review fundamental encounter problems among groups, Blake and Mouton (1964) reported that insights about intergroup behavior in complex organizations are important considerations for good management. Better group productivity can be facilitated if conflict can be reduced, and collaboration and cooperation improved. This improved status can be achieved by supplanting competitive intergroup attitudes with a problem-solving environment. These authors cross-referenced their theoretical views with supportive empirical and descriptive research. The references point out the paucity of corresponding research on dynamic intergroup process in academic organizations.

Likert (1961), Zaltman, Duncan and Holbek (1973), Miles (1975), and Argyris (1976) stressed the relationship of organizational variables such as productivity, communication, cooperation, job satisfaction, participation, cohesiveness, and others to the effective management of intergroup relations through appropriate leadership styles. Likert, Argyris, and Zaltman et al. cited research substantiating their theoretical analysis; however, academic organizations were only referred to through implication.

Miles presented only theoretical models of management with some associated ideas on their implications for managing organizational behavior and development. Few research findings are discussed.

In all of these publications, leadership is identified as a key factor in the successful management of intergroup relations. However, none of the aforementioned authors developed the scope and meaning of leadership as completely as Fiedler (1967). He outlined a theory of leadership which concentrates on group tasks and responsibilities. Leadership behavior involves those activities which a leader undertakes in managing and synchronizing the work of group members. Allied behaviors include designing and structuring work tasks and relations, providing feedback to group members, and demonstrating a sensitivity towards the well-being of work group members. This theory presented a definition of leadership which can be observed, described, measured, and empirically researched.

From another perspective, Wieland and Ullrich (1976) defined the functions of leadership from a broad organizational view. They conceptualized leadership in relation to maintaining the character and integrity of the institution. This is accomplished through the leadership functions of defining institutional goals and mission, developing tasks and structures to meet these objectives, and analyzing internal conflict (pp. 338-367).

Leadership theory is relevant to the scope of this dissertation because of the focus on work group behavior within an organization and system.

Regardless of the extent of their treatment of intergroup behavior within organizations, all of the aforementioned sources are unilaterally consistent in their views relating to the importance of analyzing, understanding, and controlling intergroup process within an organization, something which has received little or no attention in the literature on higher education.

Lahti (1973) presented a different view of college management. There is no in-depth exploration and analysis of the possible transdisciplinary relationships of higher education administration to the behavioral and social sciences. General organizational processes, such as wage and salary administration, are discussed with little emphasis given to group productivity and reward systems.

Cangemi (1975), on the other hand, in a summary or past research on leadership traits of successful business executives, demonstrated possible linkages between leadership skills in business and educational administration. He commented that there seems to be a cluster of behaviors that are consistent in leaders of various types of organizations including higher education. Cangemi suggested that higher education can benefit from reviewing studies of successful leaders in business. The adoption of successful

management styles from business can be an important adjunct in training new administrators in higher education. Some of the successful leadership traits he identified included: (a) good business leaders are more interested in developing themselves and those around them than in money or job security; (b) good business leaders are outstanding communicators; (c) good business leaders are not insecure about proving they are effective managers; (d) good business leaders understand organizational behavior and can adapt to various conflict situations; (e) good business leaders are willing to take greater risks; and finally, (f) good business leaders utilize effective group problem-solving techniques. These ideas are germane to this dissertation because of the inferences that the author drew from his analysis of behavior in business organizations and its compatibility with higher education administration. Leadership and organizational effectiveness are important criteria in successfully managing a college or university.

Also, of relevance to this dissertation is the notion that a manager or leader can improve organizational effectiveness by increasing participation in group and institutional tasks. In fact, Lawrence and Lorsch (1967) suggested a new role for the manager within organizations involving the responsibility for integrating activities. In other words, because of the complexities of intergroup tasks in today's organizations, a sense of balance must be

maintained, or group conflict will be rampant. This is an interesting management trait to consider and seems like a precursor to the changing role of leadership in higher education administration. The level of integration and participation of groups within an academic organization are significant for this dissertation.

Hall and Leidecker (1974) took another approach and spotlighted the lateral relationships between similar work groups in an organization. Of prime importance is how groups that are equal in the organizational structure work effectively together. Work flow arrangements should be of paramount concern, and the authors cited the lack of dynamism in the classical management approach. They referred to the mutual dependency and interaction of lateral groups and the need for consistent linkages or integration as Lawrence and Lorsch had suggested (pp. 213-223). Lateral group influence has an impact on this dissertation because of the campus work arrangements between faculty and administration. Excluded management personnel can be viewed as playing the part of the integrator.

Pollay, Taylor, and Thompson (1976) put forth a model which applies some of the principles of managing lateral group relations in business organizations to decision-making processes in higher education. Based on review of the literature on power and authority in colleges, group and intergroup behavior, and other

social-psychological perspectives of organizational behavior, they suggested a model which fundamentally provides for the equal sharing of information. The principle parts of the model include: (a) problem identification, (b) feedback mechanisms, (c) determination of alternatives, and (d) action decisions. The main objective of the model is to increase faculty group participation and involvement.

The most salient point of this article and its bridge to this dissertation is the fact that the authors of the model were introspective regarding the dynamics of organizational behavior in colleges and universities. For example, communication is one of the variables monitored in this study, and Pollay et al. underscored the need for effective communication in order to insure high levels of participation within academic organizations. However, this dissertation goes beyond a communication network between faculty and administration. It also includes nonprofessional personnel within the communication loop. Finally, Pollay et al. implied that their participation model can be used as a means to help achieve better cooperation between labor and management, if a collective bargaining agreement is operational.

Another way to increase participation in academic organizations was discussed by Torbert (1978). He contended that a more liberated structure within academic organizations frees the individual and groups from bureaucratic involvements and increases participation.

Torbert admitted the premise is very general, but he suggested that it is worth considering. According to Torbert, a structure free of bureaucratic ritual and composed of equal groups will foster more participation, reinforce a shared purpose, and improve the quality of work. His point of view, although cognizant of the dynamics of organizational behavior, has no practical or theoretical boundaries. He forced some enlightened management principles to extremes, and they lost much of their form and substance. Its generality and vagueness notwithstanding, the article demonstrates creative thinking regarding possible management constructs in higher education administration.

Rippey (1973) and Sibson (1976) adopted a new appellation for managing intergroup process and its relationship to outcomes or productivity. They outlined intergroup process in terms of transactions among individuals and groups. Sibson indicated that unproductive behaviors are the result of negative group reactions to work environment. As a strategy for improving work and working relationships, Sibson suggested that enlightened personnel management can be an effective tool. Understanding human and group dynamics in an organization and being able to interpret it are critical components in developing an enlightened personnel program. Achieving maximum utilization of personnel should be a major goal in every organization. Rippey concentrated more on the transactual

nature of the individual evaluation process and its relationship to better organizational performance and growth. In either case, the implications are clear. Management needs to understand the sociological and psychological apsects of work tasks and work environment.

Katz (1975) described the effective administrator as one who has developed human skill along with technical and conceptual strengths. It is toward the development of this human skill in higher education administration that this dissertation is aimed. Foa (1972) reported that studies done at the University of Michigan Survey Research Center indicate a significant relationship between worker satisfaction levels and corresponding supervisory techniques. The researcher generally concluded: (a) the harsher the supervisor's style, the lower worker satisfaction; (b) the expectations of the worker regarding supervisory style and how the supervisor really behaves affects job satisfaction; and (c) appropriate changes in supervisory attitudes produce greater job satisfaction. Although these studies focused on industrial or military subjects, they provide a background for this dissertation and its analysis of worker and supervisory attitudes, especially those attitudes pertaining to nonprofessional campus work groups.

Evan (1978) presented information beyond internal organizational analysis and focused on some models associated with

interorganizational relations. Although the models discussed reflect some of the basic operational premises important in understanding and controlling intergroup behavior within organizations, their major hypotheses involve behavior patterns and the influence of external environments. Some attention is given to interfirm relations, with particular emphasis on interorganizational goals, communication, and productivity. Evan contended that future research in organizational theory will focus more on interorganizational relations.

Using appropriate systems theory, organizational analysis, and intergroup task collaboration, Sullivan (1975) constructed a regional interorganizational education model. The consortium model is designed to provide better services to school children and improve staff development programs for school teachers. Additionally, it establishes needed training linkages between teacher training institutions and the public schools. Although the consortium model focuses on the delivery of education services in the western region of Massachusetts, the proposal's interorganizational implications seem relevant to designing new management strategies for improving system cooperation and productivity in the state colleges. This model would make an excellent case study if it were used for the purposes of trying to isolate the common types of control and process difficulties that educational planners and administrators

might encounter when seeking collaborative intergroup efforts from various public service agencies.

Kaufman (1972), Patterson (1974), Lee and Bowen (1975), and Grupe (1975) also discussed system and consortia planning. Kaufman outlined perhaps the most basic view with the intention of assisting educators in developing an understanding of the primary elements in system planning. Although he discussed such issues as collateral mission, function, and task analysis, no attention is given to psychosocial aspects of interorganizational process. For Kaufman, system operations are more important than collaborative process. Patterson and Lee and Bowen looked to the form of external structures of consortia or multicampus systems as the key aspect. Only Grupe asserted the importance of understanding, interpreting, and coping with interorganizational process and relations. For Grupe, problem solving as part of process consultation is the most appropriate way to achieve interorganizational harmony.

Handy (1980) looked at organizations and groups in the future and projected some new assumptions that are worth considering. For example, he stated that organizations will be more like communities than institutions. Also, organizations will be more democratic and require more consultative leadership styles. Work hours will become even more flexible because of technological advances, and work task completion will result in fees rather than wages. However,

Handy indicated that some discontinuity may mar the future of organizations, because traditional organizational behavior assumptions will have to change, and management will have to learn to adapt to new forms of intergroup behavior. If Handy's predictions hold up and organizations do become more like communities, business management practices may be necessary for the success of higher education administrators.

Writing on problems in bureaucracies, Cohen and Lindblom (1969) pointed out that social investigation may not be the answer to all difficulties within an organization or system. In other words, although research and its implications may be scientific, that is not sufficent reason to justify its automatic use for problem solving within organizations. Some problems within organizations are at times too complex for empirical or descriptive research to be completely authentic. Often, personal social investigation, or PSI, as Cohen and Lindblom referred to it, should raise more questions rather than being viewed as conclusive on its own. In short, decision-makers need to be flexible regarding the gathering and analysis of data in solving organizational problems.

In higher education, Jencks and Riesman (1968) looked outside academic organizations for some answers to serious intergroup problems plaguing colleges and universities in the late fifties and early sixties. They found that no matter how internally effective

an academic organization, it is strongly influenced by trends and changes in the larger society.

The latter two literature citations presented an interesting point of view, which seems to balance the prevailing attitude that the validity and reliability of professional social research in human organizations is predetermined. In some instances, the human factor is beyond quantification.

The literature survey has reviewed several of the important considerations in managing intergroup relations. The researchers cited indicated that in order for groups to work effectively and efficiently together, work tasks, organizational mission, and institutional goals need to be well defined and achievable. Competition among groups can be reduced through process analysis and consultative decision making. Leadership and management styles are critical in creating the appropriate work atmosphere for productive intergroup behavior. Open communication contributes significantly to effectively managing intergroup conflict and increases organizational participation. Forces external to the organization can also affect intergroup relations. Attention to psychosocial process dynamics among groups can provide management or leadership with clues for developing problem-solving strategies. Finally, interorganizational relations present some of the same difficulties as managing intergroup behavior. However, process analysis becomes more complex

and external influences become increasingly more important.

College Organization and Structure

Colleges and universities are complex human organizations structured in a variety of ways with psychological and sociological implications (Sanford, 1962; Hanson, 1979). Baldridge (1971) combined interests in sociology, psychology, empirical research, and practical administrative philosophy, and suggested that colleges and universities are composed of many interest groups and power factions. These components strongly influence organizational behavior and the work environment (climate). Concurrently, external factors, such as collective bargaining, are also at work influencing all functions of colleges and universities.

Although Baldridge appreciated the work of Weber, he contended that Weber's bureaucratic theories are deficient in explaining organizational behavior patterns within colleges. By the same token Baldridge was not completely satisfied with the collegial models for describing academic organizations. In the bureaucratic model, Baldridge argued, authority is formalized but process is not significant; while within the collegial model, shared governance does not adequately outline academic decision making. Additionally in academic organizations, conflict resolution is not given the attention or the concern it needs and deserves. Prolonged

conflict within the collegial setting cannot compensate for what appear to be concensus decisions.

Baldridge suggested a new model with a political orientation. It builds on some of the bureaucratic and collegial examples, but focuses heavily on organizational process, particularly conflict resolution. He found that the new political model includes several reference points. They are (a) groups and their social and task (work) functions; (b) patterns of power and authority resulting from group interests; (c) the process of formal adoption of policy (legislative activities); and (d) policy implementation after conflict resolution (pp. 1-19).

Baldridge stated:

> In summary, the broad outline of the university political system looks like this: there is a complex social structure that generates multiple pressures, there are many forms of power and pressure that impinge on decision makers, there is a legislative stage that translates these pressures into policy, and there is a policy execution phase that finally generates feedback with the potential of new conflicts. (p. 13)

Baldridge's political model has influenced the research design of this dissertation. The classification of subjects into work groups (social groups according to Baldridge), the impact of

legislation, and institutional conflict and feedback are all important organizational characteristics in this dissertation.

Baldridge and Deal (1974) built on Baldridge's earlier political model and presented a series of articles relevant to change within educational organizations. An interesting point in this presentation is the contention by Baldridge and Deal that one of the serious difficulties surrounding innovation research is the inability of administrators to directly control or manipulate variables in the complex academic setting. Notwithstanding, such research can be of some help in dealing with organizational change and development (p. 4). This is a particularly salient point for this dissertation because the treatment of union exclusion (independent variable) can not be manipulated or controlled by the researcher.

Others suggested that because colleges and universities are complex human organizations, they may serve as models for future institutions. As Balderston (1975) wrote:

> Universities may be a prototype of postindustrial organization. Partly this is because they live on knowledge, and knowledge is the matrix for the future society. But it may be also that the university at its best offers an interesting and sensitive balance between individuality and collective independence; between felt commitment and formal authority; between

> creativity and production; and even between the frivolous and the serious, the sacred and the profane. Other organizations, if they are to advance the human condition, may in the future have to become more like universities than the other way around. (pp. 3-4)

This dissertation attempts to highlight and analyze some of the dynamics addressed by Balderston. Intergroup communication, cooperation, and productivity are important variables in the process of determining the "sensitive balance" that Balderston indicated must be sustained within a college or university organization.

Ashworth (1979), on the other hand, took the position that higher education organizations may have gone too far in adopting changes and processes that have overly expanded services. In fact, he suggested unless goals are more clearly defined with standards maintained, the future of all higher education is in doubt. Additionally, extensive interorganizational relationships with federal agencies are not particularly healthy for higher education institutions; too much management and concern for process may be their undoing. These are interesting points of view, especially if one considers them in comparison to Taylor's (1971) radical tenets on how to change colleges. Both writers seem to be at opposite ends of a continuum depicting academic organization and management.

From another perspective, Richman and Farmer (1976)

characterized academic organizations as open dynamic systems involving the interaction of a number of components. These components include:

1. Inputs: These include money, students, labor, materials, equipment, land, and so on. Without inputs, nothing happens, so these are one key element in the whole power system.

2. Internal Systems: These are the various processes that go on in the university, including such diverse things as classwork, research, information processing, puchasing of grass seed, and committee meetings.

3. Outputs: Many things come out of the university, including published papers, graduates, and public service...(it should be noted we treat outputs and goals synonymously).

4. Environmental constraints: These are the constraints that the environment places on the university or college. Examples are many: athletic rules...; the state legislature imposes money constraints and legal sanctions; the federal government...; private donors give gifts under various conditions.

5. Subsystem interfaces: These are interactions among the various components of the system. There is

> a key interface between the faculty and students; between faculty and administrators; between trustees and administrators; between the legislature and the administrators. Note that critical interfaces can be internal (between two parts of the university); or external (between someone outside and someone inside). (pp. 72-73)

They contended that an academic organization will generate conflict. The various groups involved in this conflict will not always develop appropriate resolutions. Consequently, if management or leadership is to be effective, it has to continually monitor and analyze this open system and react accordingly to resolve conflicts and facilitate goal achievement.

This dissertation fits within the aforementioned model of open system analysis because of its focus on the relationship between face-to-face campus work groups (subsystem interfaces). The qualtiy of these interfaces, as Richman and Farmer indicated, can influence organizational effectiveness (p. 20).

Building on some of their own earlier work and that of other researchers, Baldridge, Curtis, Ecker, and Riley (1978) presented an impressive analysis of academic organizations and correspondingly appropriate leadership and management styles. They asserted that colleges and universities are quite unlike

other complex organizations. This is true because their goals are not clearly describable, they serve students, work strategies are uncertain, and the composition of the workforce is unique. Additionally, decision-making processes are ambiguous. Therefore, they indicated, colleges and universities are not bureaucracies that can be viewed or studied in a traditional manner. Standard leadership and management strategies are inappropriate. The political process affecting groups in an academic organization is significant, and leaders must be sensitive to it and aware of it. Within this political framework Baldridge and others concluded that effective college or university leadership requires more statesmanship and brokership abilities.

Both Elbe (1978) and Walker (1979) further stressed the importance of human relations skills in managing colleges and universities. Open communication networks, positive activities which culminate in cooperative efforts, and increased productivity through more job satisfaction are all considered sine qua non for effective leadership and administration in higher education.

The significance of external variables on organizations has already been established. Collective bargaining is one such factor. Although there seems to be little doubt about the impact of collective bargaining on college organization, structure, and administration, most of the literature focuses only on the implications

of faculty bargaining (Baldridge & Kemerer, 1976; Tice, 1972; Garbarino, 1975; Kaplin, 1978; Duryea & Fisk, 1973). Little or no attention has been given in the literature to the effects of bargaining on other campus work groups, such as administrators or nonprofessional staff (Richardson, 1979). Also, the effects of excluding certain college personnel from bargaining units and the privileges of collective bargaining receive no attention at all from higher education theorists, researchers, or administrators. Consequently this dissertation will provide important research and literature in this area.

One has to consult the Labor Law Journal to find any substantive discussion of the principle of union exclusion, particularly in the public service area. Rains (1972) argued that the principles of exclusion of managerial, confidential, and supervisory personnel should receive more attention in the public sector. Citing supportive legislation from the state and federal areas, and decisions of the National Labor Relations Commission, Rains concluded that the exclusion of certain employees from collective bargaining units in the public sector is definitely required in order to effectively implement and manage executed collective bargaining agreements. In fact, Rains suggested that the public employer should have the widest possible range in determining who should be excluded. Although Rains discussed the ambiguous role of the management of contracts in the

public schools, he gave no direct attention to public higher education and the effects of union exclusion on college organizations. He concluded, however, by indicating that as collective bargaining expands in the public sector, more attention will have to be given to the exclusion of more supervisory, managerial, and confidential staff. He expressed no concern regarding the impact of exclusion on organizational process within public institutions; he contended only that the greater the number of excluded personnel, the more protection the public employer has.

Coleman (1972), in reviewing the status of collective bargaining in higher education, called attention to two points related to this dissertation. They are: (a) collective bargaining will have an impact on subgroups within an organization, and this needs to be examined; and (b) it is important that certain personnel be excluded from bargaining, but collective bargaining need not be devisive if handled properly.

Leslie (1975) urged that more study and research be done on the effects of collective bargaining on organizational process. Specifically, more descriptive studies on conflict resolution (intergroup campus behavior) are suggested (pp. 52-54). Lee (1978) indicated that while research on the effects of faculty unionization has improved, more data needs to be gathered and analyzed regarding its impact on academic organizational dynamics other than decision making

(pp. 60-61). Mortimer and Richardson (1977) reported that even though several colleges may function under one contract, campus relationships will differ. Also, governance attitudes and personnel satisfaction levels with leadership vary. It is apparent that more process analysis and understanding of the human factors involved are needed before the boundaries will be determined regarding the effects of collective bargaining on college organization and structure.

Leslie and Satryb (1974) earlier reiterated this point of view after studying the differences in practices among colleges functioning with and without faculty contracts. In their conclusion, they indicated that more analysis of the effects of collective bargaining is needed. The scope of their research involves some aspects of conflict management particularly in the matter of grievance procedures and related decision making. One interesting point their research uncovered is the fact that unionized faculty will support and argue lost causes rather than see conflict levels reduced. Finally, they affirmed the need for more understanding through study of the various aspects of conflict management in unionized colleges and universities.

Peterson (1973) offered an interesting and appropriate summary of the literature associated with the sociological and psychological aspects of organization and administration in higher education. He indicated that there is a paucity of research in

these areas and called attention to needed fields of study. They include: (a) more analysis of external factors affecting colleges and universities; (b) further study of interorganizational relations and process; (c) the relationship of organizational climate to other variables in institutional dynamics; (d) practical implications of bargaining unit designation and collective bargaining on colleges and universities; (e) closer study and analysis of organizational processes other than those centered on goals, governance, and institutional change; (f) better analysis of organizational conflict, its origin and resolution; and finally, (g) more research focusing on organizational effectiveness.

This dissertation covers several of Peterson's suggested areas for further research in higher education organization and administration. Some other related research is as follows:

1. Anello et al. (1971) were the first and only researchers up to now to examine interorganizational behavior in the Massachusetts State College System. Their study focuses primarily on the issues of college goals and system objectives. The study concludes that college functions and goals are ambiguous, leading to poor college morale and system ineffectiveness. Finally, they urged more centralized coordination of the system.

2. Shlager (1972) studied organizational climate in relationship to change in the Massachusetts State Colleges. This

study is an outgrowth of the earlier research of Anello et al. Shlager's findings indicated that poor climate within the system results from low perceptions of what college and system goals are.

3. Solmon and Tierney (1977) researched job satisfaction levels among college administrators. Increased organizational participation, opportunities to be creative, and supervisory attitudes are identified as being related to levels of job satisfaction for administrators. Power and autonomy are also important considerations.

4. Schroeder and Adams (1976) reviewed the literature on higher education administration. They called for more attention to be given by higher education administrators to scientific principles of management.

5. Davis (1976) studied some of the legal aspects of faculty collective bargaining unit designation at selected public institutions. He suggested that legislation in Georgia pertaining to unit designation for public institution faculty should be as permissive as possible.

6. Golden (1976) studied the effects of collective bargaining on a large academic organization. However, the study focuses only on faculty perceptions, and the results indicate that after bargaining, hostility levels towards administrators increase. Centralized administration also increases as a direct result of

faculty bargaining. Other organizational aspects are not reviewed in this study nor do the results indicate any significant changes in these areas after faculty bargaining.

Finally, only perfunctory notice is given in the literature to nonfaculty personnel, especially nonprofessional staff. One exception is Freeman and Roney (1978), who called for an integrated college or university personnel program which would encompass all employees. Nonfaculty employees, their needs and functions, are very important to the effectiveness of any academic organization. Further, they urged universities and colleges to study their work groups and use the results to plan and implement practical human resource management programs. Although they only indirectly mentioned the effects of collective bargaining, their concern regarding the possible relationships of nonfaculty role and status to organizational process and effectiveness has been considered in the research design of this dissertation. For example, this is the first study of the Massachusetts State College System to include nonprofessional staff as subjects and to survey all full-time employees.

This section of the literature survey has detailed some of the current thinking regarding college organization and structure. The researchers cited substantiate and determine some demarcation points for this dissertation. Additionally, several researchers suggested that in order to improve the scientific management of

human resources in academic organizations, more attention has to be given to such issues as group dynamics, intergroup behavior, process analysis, and the implications of collective bargaining. Colleges and universities must recognize the importance of all employee groups in order to achieve organizational effectiveness. Also, the relationship of organizational variables such as communication, cooperation, productivity, job satisfaction, leadership, climate, morale, and participation to institutional effectiveness are significant.

CHAPTER III

THE METHODOLOGY

Introduction

The review of the literature detailed many of the internal and external complexities that operate within the dynamic structure of organizations, systems, and academic institutions. The literature also revealed that, although hypotheses and theories are plentiful, empirical information supporting such contentions, and in particular, data detailing academic organizational behaviors, are sparse. The reason for this deficiency seems to be that empirical or experimental research within organizations and systems is difficult and time consuming, because of the inability to control the interaction of variables and a lack of consistent access to subjects and information. In an attempt to explore this void and to generate data on academic organizational behavior, a descriptive study was designed and undertaken as part of this dissertation.

The Research Design

The research methodology utilized in this study was ex post facto, a causal-comparative approach. The causal-comparative technique was appropriate because the environments within which the subjects function precluded any selection, control, or manipulation of factors

necessary to study relationships experimentally (Lehmann & Mehrens, 1971; Best, 1977). Furthermore, with the setting for the study the entire Massachusetts State College System (10 colleges) and the respondent population drawn from all full-time personnel (3358), it was unrealistic to attempt to control for variability. Also, at the time of this study, the independent variable or the formation through legislation of a new campus work group of excluded personnel had already been effectuated.

Therefore, with no control of the independent variable or its treatment possible, the researcher concentrated on the possible relationships of the independent variable to three apsects of inter-group behavior, namely, communication, cooperation, and productivity. These three aspects were identified by the researcher as significant constructs because of their fundamental involvement in institutional functioning. Consequently, they became the dependent variables for this study.

Then, based on assumptions by the researcher from direct experience with the study setting, some of the possible confounding influences in the study were identified and categorized (Figure 1) as intervening and moderating. The intervening variable which would theoretically affect the results was unionization, and it was assessed to determine its impact. The moderating variables of age, college affiliation, sex, and others were selected by the researcher in order

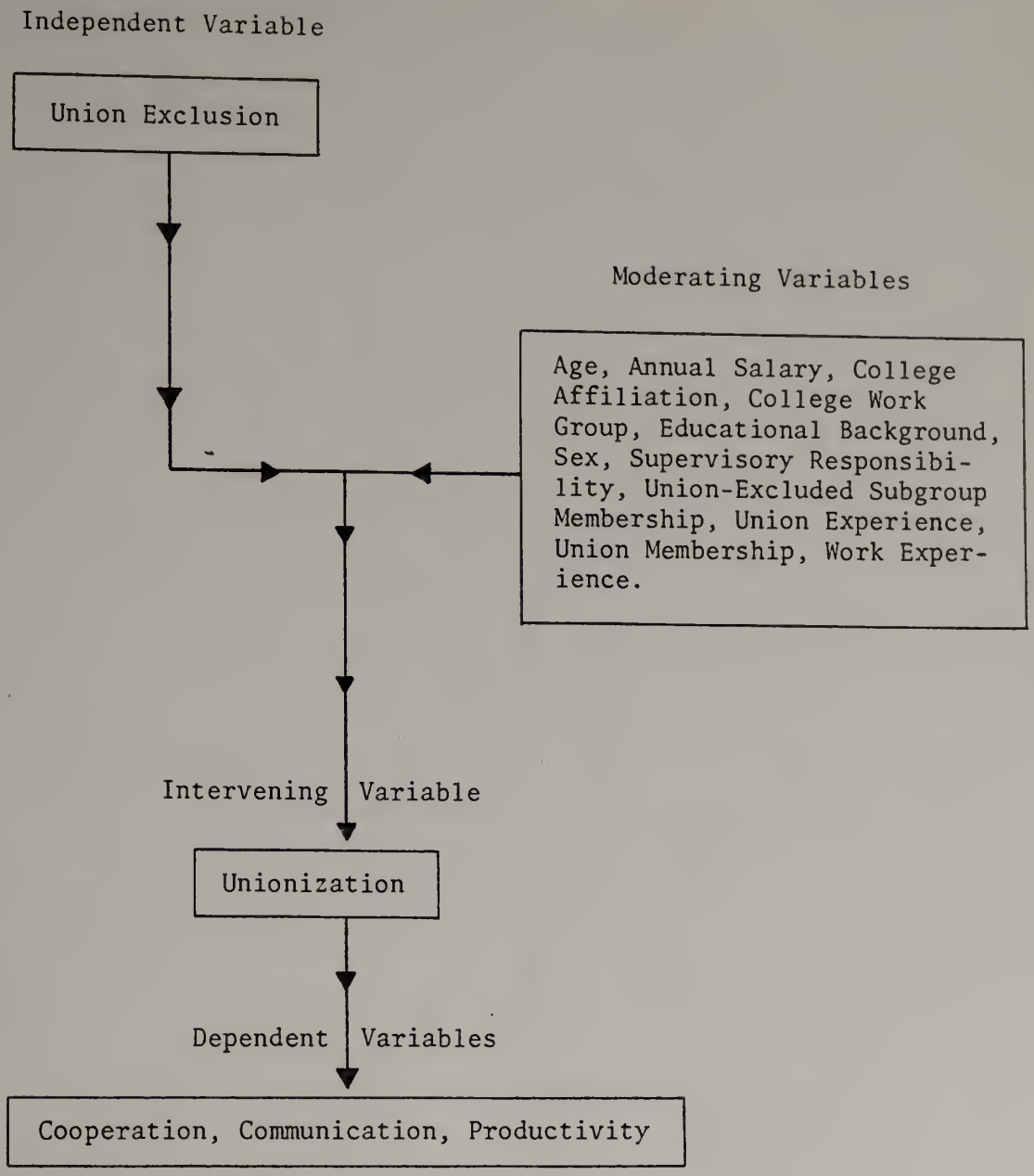

Figure 1. Study Paradigm

to profile descriptive characteristics of the population responding to the survey.

A Restatement of the Hypothesis and Related Research Questions

Since group behavior and the managing of intergroup relations are important to organizational effectiveness, the focus of the study is the investigation of cause and effect relationships between the creation of a new work group of union-excluded personnel. To recapitulate, stated in null form, the hypothesis tested is as follows: The introduction and presence of a new work group has had no effect on intergroup communication, cooperation, and productivity in college organizations throughout the system. This group is composed of certain employees excluded by legislation from the privileges of collective bargaining because of their managerial, confidential, or supervisory personnel functions.

The related research questions within the scope of the study are as follows:

1. Have individual employee feelings involving job satisfaction, morale, participation, and personal needs been affected by the introduction and presence of a new campus work group of excluded personnel?

2. Have the characteristics of cohesiveness, leadership, participation, and morale of other college work groups been affected

by the introduction and presence of a new campus work group of excluded personnel?

3. Have organizational traits such as climate, cohesiveness, leadership, and participation been affected by unionization?

The Study Population

In the Massachusetts State College System, all full-time personnel, had been categorized into four campus work groups. This cluster classification was the result of collective bargaining unit designations, negotiated contracts, and state college personnel management policies. The categories, including the number of employees within each, were as follows: (a) administrators (373), (b) faculty (1786), (c) nonprofessional staff (1017), and (d) excluded personnel (managerial 105, confidential 45, and supervisory 32). The total number of possible subjects was 3358 (MSCS Fiscal 1980 Budget Presentation, 1979). Information certifying the accuracy of these figures was obtained from personnel officers at each college, and eventually verified through a review of Board of Trustee personnel files and records in the system's central office located in Boston.

All of the aforementioned employees were given an opportunity to complete and return a Personnel Survey (Appendix D). Ordinarily, a study of this nature would involve a random sampling of the population investigated; however, a survey of the entire population

was required because it was necessary to guarantee all respondents anonymity, rather than just confidentiality, in order to gain the cooperation of all of the employee unions involved (Berdie & Anderson, 1974, pp. 54-55).

The researcher's current administrative role (executive vice-president of North Adams State College), his past involvement in collective bargaining negotiations as a representative of the Board of Trustees, and the upcoming contract negotiations with the Board of Trustees slated for the Spring 1980, contributed to raising anxieties within the population about the real purpose of the study. Union leaders, particularly Faculty Association officers, perceived the content of the study as controversial because it dealt with aspects of collective bargaining. Their concern was that information gathered as part of the study could possibly be used against faculty, either as individuals or as a group. The other two unions involved (NAGE, AFSCME) eventually requested anonymity for their respective respondents on the same grounds. To allay their fears, the researcher guaranteed that the raw survey data, including responses to the open-ended questions, would not be directly accessible to any central office personnel. Consequently, no identity numbers were used to reference open-ended responses with corresponding subject responses on the opinionnaire questions. This prevented certain kinds of data analysis, but reinforced union support and participation. In

return, the researcher extracted a commitment from all three unions to support the survey and encourage their members to respond. Then all union presidents agreed to communicate with their respective chapter officers at each college to explain the nature of the survey. Without this help and cooperation from the union leadership, subject participation might have been adversely affected. Finally, it was mutually agreed that copies of the study and its results would be made available to the three union affiliates.

Form (1971) summarized this concomitant situation appropriately by saying:

> Research intervention into a complex organization, whether by a single researcher or by an agency, necessarily increases the self-consciousness of the researcher and his visibility in the host organization. The formal and informal communication networks assure the researcher a type of 'instant notoriety' he might not experience in the study of a more loosely-knit system. The more sub-systems he contacts, the greater will be his visibility and the more pressure he will feel to present a coherent account of what he intends to do. He must usually make a formal announcement of his entry and also specify his objectives according to the expectations he has of others. Since formal

> organizations allocate and make public the functions of each department or unit, employees are understandably uneasy with the researcher who does not do the same. Under these circumstances the researcher will have difficulty improvising statements and behavior to fit all situations. (p. 15)

In addition to communication with the union, because the study population involved personnel in the State College System, approval and support of the survey had to be obtained from the central office and the Council of State College Presidents. Chancellor James J. Hammond was particularly helpful in explaining the purpose and scope of the study to the presidents and appropriate central office staff. This was important because excluded personnel, one of the subject groups, were under the direct control of the presidents, chancellor, and Board of Trustees.

All the presidents agreed to support the survey endeavor and, in collaboration with the researcher, each president identified a campus representative, usually the college personnel officer, to assist the researcher in conducting the survey. The research task would have been much more difficult without this cooperation. Form (1971) reaffirmed the difficulty of the researcher's role in studying complex organizations by concluding:

> As we have seen, researchers who study complex

> organizations become conscious of their behavior, conscious of their dependency on others, and conscious of how others define them. They must therefore consider what tactics to adopt, especially when they need the cooperation of two or more interacting units of the organization. If this cooperation is not forthcoming, the researchers may try to stimulate it by engaging in a form of action research or collective bargaining. (pp. 17-18)

The Data Collection Techniques

The data for this study have been collected through the distribution of a universal survey to 3358 employees in the Massachusetts State College System. The following procedures were utilized in the data collection phase:

1. The Chancellor, presidents (Appendix A), and union officials were briefed on the nature and scope of the study. After their cooperation had been assured, a representative, usually the personnel officer, from each college in the system was designated to assist the researcher in developing: (a) complete personnel rosters in order to produce accurate mailing labels, and (b) plans for the delivery and return of the surveys through the on-campus mail system (Appendix B).

2. First Wave: Pre-addressed manila envelopes for all subjects were delivered to the mailrooms of the ten colleges. They were immediately distributed through the on-campus mail process. Included in the envelope was an introductory letter (Appendix C) explaining the survey and requesting the subject's cooperation, the survey (Appendix D), and a return manila envelope pre-addressed to the college mailroom and marked doctoral study. The return envelope was so marked in order that it could be easily identified by mail-room employees and retained for safe keeping until retrieved by the researcher. The instructions on the survey instrument directed the respondent to return the completed survey to the college mailroom in the pre-addressed envelope provided. This process averted cost for postage by utilizing established campus mail distribution and collection routines. For those few employees on some campuses without their own mailboxes, arrangements were made for hand delivery by either mailroom or personnel office staff.

3. Second Wave: Approximately ten days after the first surveys were distributed, a second set in pre-addressed white envelopes was delivered to the mailrooms of the ten state colleges. Included in this envelope was a reminder and thank you letter (Appendix E), another survey, and a return white envelope, again pre-addressed to the college mailroom and marked doctoral study. It was necessary to have a follow-up mailing to all subjects because

of the agreement to guarantee anonymity to all respondents (Berdie & Anderson, 1974, pp. 54-55). Consequently, there were no means of coding responses and implementing a controlled follow-up procedure. White envelopes were used in the second wave in order to ascertain the response rate generated by this blanket follow-up.

4. First returns were picked up at the colleges when the second wave was delivered. The second returns were gathered from each college approximately two weeks later. During this latter visit, arrangements were made to have any additional responses, after their initial return to the mailroom, packaged and mailed to the researcher.

There were 1356 subjects who completed and returned the survey in time for inclusion in the sample. This represented 40.5% of the total population. The first wave yielded 970 responses or 28.9%. The second wave yielded 345 responses or 10.3%. There were 41 or 1.3% uncodable surveys. Another 28 questionnaires were received after the deadline, bringing the response rate to 1384 (41.2%). A more complete and detailed analysis of response rates by work group category is presented and discussed in Chapter IV.

The Design of the Instrument

To carry out the investigation, the researcher determined that the most appropriate and efficient means of gathering data was

to administer a uniform survey instrument to all subjects in the population (Appendix D). No existing instrument was easily adaptable to this investigation; therefore, based on the study design, an instrument was constructed by the researcher. DeGroot (1969) indicated that "in the behavioral sciences, in particular in field and applied investigations, instruments must often be constructed ad hoc" (p. 181). The survey instrument included a combination questionnaire-opionnaire or attitude scale (Best, 1977, pp. 169-170).

The questionnaire section (Part A) was incorporated in the survey format for the purpose of ascertaining factual information about the subjects, such as age, sex, income level, college affiliation, work group category, union membership, and previous work experience. These questions provided the researcher with the opportunity of identifying some moderating variables which may have affected study outcomes. There were 15 factual questions in this section.

The attitude assessment sections of the instrument included both closed (objective) and open (subjective) response modes. There were 50 closed (Part B) type items presented with five Likert type response categories (strongly agree, agree, undecided, disagree, strongly disagree). A sixth choice, or not applicable category, was provided if the statement was not related to the respondent's job responsibilities or work group classification. This methodology

was employed by the researcher in this section because the Likert scale provides response alternatives that are considered approximately equal in attitude or value loading and reflect the respondent's level of acceptance or rejection of the item (Tuckman, 1972, pp. 156-161). Furthermore, Likert type items: (a) are easy to respond to, (b) do not take a long time to complete, (c) focus the respondent's attention on a specific issue, and (d) make the tabulation and analysis of a quantity of data much simpler (Best, 1977, p. 158).

The last section (Part C) of the instrument contained two open-ended questions. These questions were included so that subjects would have the opportunity to respond in detail to the study constructs and a place to discuss in some manner the reasons for their attitudes (Mouly, 1963, p. 247).

The instrument was pre-tested on a sample of the population and as a result the following adjustments were made: (a) The length of the survey instrument was reduced so that the final version took the respondents less than 20 minutes to complete. (b) Some questions were reworded and others eliminated. (c) Finally, the open-ended questions were refined and narrowed in scope in order to facilitate response.

Regardless of instrument design or methodology, attitude research has its limitations. Best (1977) summarized these drawbacks as follows:

> The process of inferring attitude from expressed opinion has many limitations. An individual may conceal his real attitude, and express socially acceptable opinions. An individual may not really know how he feels about a social issue. He may never have given the idea serious consideration. An individual may be unable to know his attitude about a situation in abstract. Until confronted with a real situation, he may be unable to predict his reaction or behavior. (p. 169)

The goals of the study, which involved an assessment of the impact of exclusion on intergroup work behavior in the Massachusetts State College System, served as the foundation for the development of the survey questions. Based on the review of pertinent literature, knowledge of the subject population, and experience with the study setting, operational definitions were developed for the study constructs or variables. After these operational definitions were determined, a construct validity process was utilized in developing questions for the survey instrument. Construct validity was the more appropriate technique to follow in this process because of the abstractness of the variables involved in this study (Nunnally & Durham, 1975).

Then, lists of statements were produced that reflected

possible working conditions and associated situations for the study setting. Several of these statements were developed into the factual questions asked in Part A of the instrument because they involved the previously defined moderating variables. The remaining statements, after being clarified and culled, were used in Part B of the instrument for the purpose of assessing respondent attitudes. These statements were then hypothetically linked to the study constructs (independent, intervening, and dependent variables) as shown in Figure 1.

The Data Analysis

The following is a summary of the methods used to analyze the study data pertinent to the hypothesis and related research questions. A more detailed analysis of the data is presented in Chapter IV.

1. An overview was presented of certain characteristics of the entire study population. Although limited by the unavailability of more complete descriptive information about the population, these characteristics provided some indices for comparison with the respondent group.

2. Responses to the questionnaire section, Part A, of the instrument were analyzed utilizing crosstabulations and one-way analysis of variance with Scheffe's testing denoting pairs of groups

significantly different at the 0.05 level. The subject's responses to the classifying questions were compared with their numeric responses to other descriptive items in Part A (Nie, Hull, Jenkins, Steinbrenner, & Bent, 1975, p. 428).

3. The attitude assessment or opionnaire section, Part B, of the instrument was basically analyzed by work group responses. A crosstabulation with one-way analysis of variance and Scheffe's test was completed for each item in Part B. The items were grouped by variable when analyzing the contingency tables by work group for each item, percentages of responses for strongly agree and agree were combined. Correspondingly, the disagree and strongly disagree percentages were also merged. This was done in order to simplify the discussion of the results (Best, 1977, p. 171). Complete information regarding response percentages for each work group by Likert scale categories for all items have been presented in tabular form in Appendix F.

4. A factor analysis of responses to the 50 items in Part B has been included in Chapter IV. This process attempted to synthesize the data and identify underlying relationships among the items (Nie et al., 1975, p. 472).

5. Finally, responses to the open-ended questions in Part C were coded, classified by work group, and categorized by response. The replies were also summarized.

CHAPTER IV

THE RESULTS

The Study Population

All full-time union and union-excluded employees in the Massachusetts State College System have been given an opportunity to respond to the survey instrument. A total of 3358 surveys have been distributed. Included within the population are 1786 (53%) faculty, 373 (11%) administrators, 1017 (30%) nonprofessionals, and 182 (6%) union excluded. Of the union-excluded group, 105 (58%) are managerial administrators, 45 (24%) are confidential clerks, and 32 (17%) are supervisory maintenance, security, and technical personnel (Table 1).

The entire population includes 59% males and 41% females. Within the college work groups, 72% of the faculty and 65% of the administrators, including those excluded from the union, are males. No male/female statistics are available for nonprofessional personnel. The average age of the faculty within the system is 45, and 52% have doctorates. The average annual faculty salary is $21,397. Other average salaries are as follows: (a) nonprofessionals $9,750, (b) administrators $18,700, and (c) executive administrators $27,500. Faculty within the State College System have served an average of

9 years at their present college (Massachusetts State College System HEGIS Report Summary, 1979; Massachusetts State College System Higher Education Staff Information Summary EEO-6, 1979; Massachusetts State College System Summary of College Annual Reports, 1980). No other descriptive information is available on the entire study population or groups within it.

Table 1

Summary of Survey Distribution and Response

	Union Excluded			Fac.	Admin.	Nonprof.	Total
	Mgr.	Clk.	Sup.				
n Distributed	105	45	32	1786	373	1017	3358
n Respondents	74	31	19	635	199	352	1310
% Response	70.5	68.9	59.4	35.6	53.4	34.6	39.0

The Respondent Population

The respondent population consists of 1310 (39%) employees in the Massachusetts State College System (Table 1). Of the respondents, 758 (58%) are male, and 552 (42%) are females. The average age of all respondents is 44. The typical respondent has an average of 9 years of service at his present college, and 7 years experience in his present job. The average number of years worked at other colleges

is 3, with an average of 5 years work experience at colleges where employees are represented by unions. In addition, the respondent has 4 years experience in organizations other than colleges where employees are represented by unions. Some of these characteristics appear to be consistent with those reported for the study population.

Although all the respondents classify themselves by several nonnumeric factors in Part A of the survey instrument, the response to college work group has been selected as the major classifying factor because of its relationship to the fundamental aspects of the study design.

The nonprofessional respondent group includes 352 subjects (27% of the total response population). There are 208 (59%) females and 144 (41%) males in this category. In this group 284 (81%) have annual salaries below $11,999, and 220 (63%) have a high school diploma or its equivalent. Three hundred forty-four (97%) report they are members of a union, while 10 (3%) indicate they are not, but nevertheless have to pay the agency fee, as specified in all contracts.

The administrative respondent group has 199 subjects (15% of the total response population) of whom 72 (35%) are females and 127 (64%) are males. Of this group, 149 (75%) have an annual salary of less than $23,999, and 135 (68%) have either a bachelor's or master's degree. Union membership claims 170 (85%) with 27 (14%)

paying only the agency fee.

The faculty respondent group is comprised of 635 subjects (49% of the respondent population) of whom 222 (35%) are females and 413 (65%) males. Regarding educational level, 331 (52%) of the faculty indicate they have a doctorate, and 431 (68%) report an annual salary of over $18,000. Of the faculty responding, 610 (95%) report themselves as union members, with 32 (5%) indicating non-membership.

The union-exlcuded respondents encompass 3 subgroups with a total of 124 subjects (9% of the respondent population). There are 47 (39%) females and 74 (61%) males within this respondent classification. The first subgroup of managerial administrators numbers 74 (60%), with 16 (22%) females and 58 (78%) males. The second subgroup of confidential clerks includes 31 (25%) respondents, who are all female. The third subgroup is composed of nonprofessional supervisors in the maintenance, security, and technical areas, and of the 19 (15%) subjects in this category only respondent is female. Within the entire union-excluded respondent category, 71 (59%) report they have a bachelor's degree of higher, and 73 (62%) indicate income levels greater than $18,000. When asked if they were union members or were excluded by job category, 115 (94%) correctly report themselves as excluded by job category, while 5 (4%) indicate non-mmebership. Two respondents report being members of a union, which

is possible; however, they can not be represented by a union, nor are they entitled to any privileges associated with collective bargaining.

The Questionnaire

Part A of the survey instrument includes 15 questions (moderating variables) of which 7 classify the respondents into various categories. They are sex, educational background, college affiliation, college work groups, union-excluded subgroups, union membership, and annual salary. One-way analysis of variance has been computed for all the classifying variables against the numeric responses reported by subjects in Part A. The numeric response variables include: age; number of years at this college; number of years at other colleges; years at the college level where employees are represented by a union; number of years in present position; number of years of experience in a similar job; number of years of experience in other organizations with unions; and number of years in the Massachusetts State College System. Additionally, if the classifying variables comprise 3 or more groups, Scheffe's test is used to determine whether pairs of groups are significantly different at the 0.05 level. This methodological contrast test is utilized because it is more rigorous than other tests, particularly for unequal group sizes (Nie, et al., pp. 399-433).

The following are summaries of the one-way analysis of variance of the classifying variables computed with the numeric variables utilizing Scheffe's test.

1. Sex: The average female respondent is 42 while male respondents have a mean age of 45. Males average 10 years of work at their present college with 7 years in their present position; females average 6 years in their present position with 8 years at their present college. Both groups average 6 years experience in similar jobs, with males having worked in the system an average of 10 years compared to an average of 8 years for females. Males have more experience with unionization than females. Male respondents have worked an average of 6 years at the college level where employees are represented by unions, as contrasted to females who average 5 years of service in similar circumstances. Also, males average 5 years experience to the females' 3 years in organizations other than a college where employees are represented by unions.

2. Educational background: Respondents have classified themselves in one of 7 categories regarding formal educational background (Part A, No. 3, Appendix D). The last category, i.e., other, please specify, has been eliminated because of the paucity of responses and coding difficulties. CAGS respondents have the highest average age at 48 as compared to the youngest average age of 38 reported by those with bachelor's degrees. The average age

of those possessing bachelor's degrees proves significantly different from the average age reported by those with master's degrees (M 42), high school diploma or equivalent (M 45), doctorates (M 45), CAGS (M 48), and associate degrees (M 43).

CAGS reporters also have the highest average for years of service at their respective colleges with 13 years. The average years of service for those with high school diplomas (M 7), associate degrees (M 7), and bachelor's degrees (M 6) prove significantly different from those with master's degrees (M 10), CAGS degrees (M 13), and doctorates (M 10).

Respondents with a high school diploma or equivalent have spent less than 1 year working at other colleges. Associate and bachelor's degree recipients average 1 year of service at other higher education institutions, while master's degree respondents average 2 years, CAGS 3 years, and doctorates 5 years. The doctoral group with an average of 5 years service at other colleges proves significantly different from all other groups.

The highest average of 10 years of service in their present position is reported by those with CAGS degrees. Those with high school diplomas (M 5), associate degrees (M 4), and bachelor's degrees (M 5) prove significantly different from those respondents with master's degrees (M 8), doctoral degrees (M 9), and CAGS degrees. Regarding experience in a similar job, the high school diploma or

equivalent group reports the highest average with 7 years. All the other educational levels average 6 years, except for those with master's degrees who average 5 years.

Employees with high school diplomas or equivalent report the highest average of 7 years worked in organizations other than a college where employees are represented by unions. Those with associate, bachelor's, master's, and doctoral degrees all average 3 years of service. The CAGS groups has a mean of 5 years. The high school diploma proves significantly different from all the other groups except those with a CAGS.

Within the Massachusetts State College System, the CAGS group indicates the highest average for years of service at 13 years. The bachelor's degree group reports the lowest average at 6 years. The bachelor's degree reporters prove significantly different in years of service in the system from those with master's degrees (M 10), doctoral degrees (M 11), and CAGS degrees (M 13). Those with high school diplomas or equivalent (M 7) and with associate degrees (M 7) prove significantly different from those with master's, doctoral, and CAGS degrees.

3. College affiliation: Employees at Boston State College have served an average of 11 years at their college which is higher than the other 9 state colleges. Massachusetts Maritime employees report the lowest average years of service at their college with 7,

and North Adams State College has the second lowest average at 8 years. Boston State proves significantly different in average years of service than either the Maritime Academy or North Adams. The mean for all the colleges is 9 years.

Personnel at Boston State College average 7 years of working at colleges where employees are represented by unions. This is more than any other college and proves significantly different than the Maritime Academy (M 4), Bridgewater State (M 4), and North Adams State College (M 4). The mean for all the colleges is 5 years.

There are no significant differences among colleges regarding the number of years employees served in their present position and the number of years worked in the Massachusetts State College System. Boston has the highest average in both categories with means of 9 years and 11 years respectively. The Maritime Academy has the lowest average in both categories with means of 5 years and 7 years. For all the colleges, the average years employed in present positions is 7, and the average years worked in the system is 9.

4. College work groups: Administrators report the youngest average age at 40 years as compared to the highest average of 47 years recorded by union-excluded personnel. The administrators prove significantly different regarding age from all the other reporting groups that include union excluded (M 47), nonprofessionals

(M 43), and faculty (M 45).

Nonprofessionals and administrators both average 7 years experience at their present college, and thus prove significantly different from faculty (M 11) and union-excluded (M 10) groups in this category. Nonprofessionals also average less than 1 year's experience at other colleges which proves significantly different from the mean of 3 years experience recorded by all the other groups.

With a mean of 7 union-excluded personnel average more years of experience working in a college where employees are represented by unions. The nonprofessionals (M 5), the administrators (M 4), and the faculty (M 5) prove significantly different from the union-excluded group. Relationg to years employed in present position, the faculty with a mean of 10 years proves significantly different from the other campus work groups. Administrators have the lowest average with 4 years of service, and the nonprofessionals and the union excluded both report averages of 5 years.

The nonprofessional work group records the highest average of 6 years of work experience in organizations other than a college where employees are represented by unions. This proves to be significantly different from the means reported by the faculty and administration groups which are both 3 years. Union-excluded personnel average 5 years service in this category. Faculty and union excluded record the same mean of 11 years for years worked in the system,

which proves significantly different from the average of 7 years for both the nonprofessional and administration groups.

5. Union-excluded subgroups: These subgroups include managerial administrators, confidential clerks, and supervisors of maintenance, security, and technical employees. Confidential clerks prove significantly different from the other two groups regarding average age. The clerks record an average age of 41 years, while managerial administrators average 49 years and supervisors 50 years.

Managerial administrators have served an average of 5 years at other colleges, and thus prove significantly different from clerks and supervisors in this category. Clerks average 1 year of service, and supervisors show a mean of less than 1 year of service at other colleges. Supervisors display the most experience outside of higher education with an average of 12 years experience. The supervisors prove significantly different in this category from the managerial administrators (M 4) and confidential clerks (M 3).

Managerial administrators average a high of 12 years of service in the system as compared to the supervisors (M 10) and clerks (M 7). The managerial administrators prove significantly different as a group from the confidential clerks.

6. Union membership: Union-excluded respondents average 47 years of age and prove significantly different from union members who record an average age of 43 years. Non-union members average

45 years of age. Non-union members prove significantly different from union members regarding average years of service at other colleges. Non-union members record a mean of 4 years while union members average 3 years. Union excluded average 4 years of service in this category also.

Regarding working experience in colleges where employees are represented by unions, excluded personnel prove to be significantly different from the other two groups with an average of 6 years. Union members record an average of 5 years, while non-union members average 4 years. Union members have served the highest average number of years in their present position at 7, as contrasted to non-union members (M 6) and excluded personnel (M 5). Consequently, the union member group proves significantly different from the excluded group on the variables of years of service in present position.

7. Annual Salary: For this question (Part A, No. 15, Appendix E), there are five response categories identified a through e and corresponding to the following income levels: (a) $6,000 - $11,999; (b) $12,000 - $17,999; (c) $18,000 - $23,999; (d) $24,000 - $29,999; (e) $30,000 - and above. For the reader's convenience the response categories shall be referred to by their respective letter in the following discussion.

Group b records the lowest average age at 39 and proves to be significantly different from all the other groups. Also,

group a (M 42) and group c (M 45) prove significantly different from group d (M 50) and group e (M 57).

Employees with the lowest income levels, group a, average the lowest number of years of service at their colleges with a mean of 6. This group proves significantly different from group c (M 11), group d (M 13), and group e (M 12). Group b (M 7) also proves to be significantly different from groups c, d, and e.

Group e has the highest average of years of experience at other colleges with a mean of 7 while group a averages less than 1 year of experience. Group a proves to be significantly different on this variable from all the other groups, and group b (M 2) proves significantly different from group c (M 3), group d (M 5), and group e.

Relating to years of experience in a college where employees are represented by unions, group a averages 4 years and proves to be significantly different from groups c, d, and e, which all record an average of 6 years. Group b (M 5) proves significantly different from groups c and d. The highest average years of service in present position has been recorded by group d with 11. Groups a (M 5) and b (M 6) prove significantly different from groups e (M 8), c (M 9), and d.

For years of experience in similar jobs, group b has the lowest average at 5 years. This proves to be significantly different from only group d (M 8). The average for all groups is 6 years.

Group a has the highest average of 5 years of experience in organizations other than a college where employees are represented by unions. Group c (M 3) proves to be the only group significantly different from group a. The mean for all groups on this variable is 4 years.

Group d has the highest average years worked in the Massachusetts State College System with 14. The lowest average of 6 years has been recorded by group a. Groups a and b (M 7) prove significantly different in average years of service in the system from groups c (M 11), e (M 13), and d.

The Opinionnaire

The attitude assessment sections of the instrument include both objective and subjective response modes (Parts B and C, respectively). In the objective section there are 50 items concerning campus work group behavior. For each of these statements there are five Likert type response categories (strongly agree, agree, undecided, disagree, strongly disagree) and a sixth alternative (not applicable) for any statement that is not related to the respondent's job responsibilities or work group classification. Also, using construct validity, these items have previously been linked to one of the study variables which include the independent variable of union exclusion, the intervening variable of unionization, and the dependent variables of communication, cooperation, and productivity. The subjective

section contains two open-ended questions which deal primarily with the variable of union exclusion.

For the purpose of analysis, all the appropriate questions in Part B are clustered under the variable that they have been purported to measure. Then, the responses to each question are reported by work group membership (crosstabulation). Finally, using one-way analysis of variance with the Scheffe procedure, each item is analyzed. In addition to these techniques, factor analysis has been completed on these items. The results of this procedure are summarized and reported in a separate section. With the more subjective responses to the open-ended questions in Part C, a research assistant has been used to independently code and categorize each answer. This procedure and the results are reported in a third section.

For the reader's convenience, supporting tables for all the analyses are included in Appendix F.

Union Exclusion

B23. People who are excluded from joining a union are treated in special ways.

Among campus work groups other than union excluded, there seems to be uncertainty and lack of understanding about the treatment of union-excluded employees. Twenty-four percent of the nonprofessionals, 29% of the administrators, and 14% of the faculty agree that union-excluded personnel are treated in special ways. Additionally,

34% of the faculty, 25% of the administrators, and 19% of the nonprofessionals are undecided. By contrast, 79% of the union excluded disagree with this statement. Their response proves to be significantly different from each of the other three campus work groups (Table 7, Appendix F).

B24. I know some people who were excluded from the union that have less responsibility than others who had to join.

The responses of each work group seem to indicate ambiguity about the criteria for exclusion. Twenty-nine percent of the nonprofessionals, 25% of the administrators, and even 24% of the union excluded agree with this statement. Among the faculty 32% are undecided, and another 32% indicate it is not applicable. However, 58% of the union excluded do disagree with this statement, and their response pattern proves significantly different from the nonprofessional and administrative groups (Table 8, Appendix F).

B35. Certain people on this campus are excluded from union membership because of their jobs.

It seems that administrators and union-excluded personnel understand the relationship between job responsibilities and union exclusion better than nonprofessionals and faculty. Eighty-one percent of the administrators and 94% of the union excluded agree that people are excluded from union membership because of their jobs. In comparison, 66% of the nonprofessionals and 38% of the faculty agree with this

statement. Twenty-eight percent of the faculty, 11% of the nonprofessionals, and 10% of the administrators are undecided. The degree of agreement in both the administrators and union-excluded groups proves significantly different from the other two groups. Also, the nonprofessional mean proves significantly different from the faculty mean (Table 9, Appendix F).

B36. People who were excluded from joining a union look down on union workers.

Among some nonprofessionals union exclusion seems to have affected the way people perceive and relate to other workers. Twenty-one percent of the nonprofessionals agree with the statement as compared to 12% of the administrators, 7% of the faculty, and 5% of the union excluded. The group mean of union-excluded personnel, with 89% disagreeing to this statement, proves to be significantly different from the other three groups (Table 10, Appendix F).

B38. I understand the reasons why some people on this campus are excluded from joining a union.

Although nonprofessionals and faculty seem to have the weaker understanding of union exclusion, it is evident that more explanation needs to be given to all work groups regarding the reasons for and meaning of union exclusion. Twenty-five percent of the nonprofessionals, 21% of the administrators, 19% of the faculty, and 11% of the union excluded do not seem to understand why some

people are excluded from joining a union. Also, 24% of the faculty and 16% of the nonprofessionals are undecided. Logically, the union excluded appear to have the strongest understanding, and their group mean response proves significantly different from the other three groups. The administrators group mean response also proves significantly different from the faculty and nonprofessional groups (Table 11, Appendix F).

B40. I feel that people with certain types of job responsibilities should be excluded from a union.

The principle of exclusion generates some negativism within all work groups, especially among the nonprofessionals. Thirty-four percent of the nonprofessionals do not feel that anyone should be excluded from a union with 21% of the administrators and 29% of the faculty supporting this point of view. Even 11% of the union-excluded respondents do not agree with this statement. Additionally, a large percentage of the respondents are undecided or have chosen to use the non-applicable response alternative. In this group, 29% are faculty, 18% nonprofessionals, and 16% administrators. Contrastingly, for the union excluded as a whole, 85% agree with this statement, and their group mean proves significantly different from all the other groups. The administrators group mean similarly proves significantly different from the faculty and nonprofessional groups (Table 12, Appendix F).

B44. At this college personnel excluded from joining a union are accepted by union employees.

Overall, union-excluded employees seem to be accepted by college personnel. However, 16% of the union excluded do feel they are not readily accepted by union employees, and this is directly supported by the feelings of some employees, particularly 15% of the nonprofessionals. Also, some respondents are undecided; 28% of the faculty, 21% of the administrators, 14% of the nonprofessionals, and 11% of the union excluded indicate this response. The only group response means that prove significantly different are the administrators to the faculty (Table 13, Appendix F).

B48. This campus has no union-excluded employees.

Recognition of union exclusion on campus is weak among the three unionized work groups. Thirty-one percent of these employees agree that there are no excluded on their campuses. Another 59% are undecided, and 25% feel the question is not applicable. Faculty recognition is the weakest, and their group response mean proves significantly different from the other groups (Table 14, Appendix F).

B49. When people were excluded from the union, they were really set apart from the rest of the college community.

There seem to be feelings in both the administrative and nonprofessional groups and the new union-excluded cluster that exclusion does set people apart. Sixteen percent of the nonprofessionals,

19% of the administrators, and 21% of the union excluded agree with this statement. Furthermore, 15% of the nonprofessionals, 21% of the administrators, and 7% of the union excluded join with 34% of the faculty in being undecided. The group means for the union excluded and nonprofessionals prove significantly different from the faculty (Table 15, Appendix F).

B53. Because of their responsibilities, excluded employees feel they should not belong to a union.

There seems to be some dissatisfaction within the union-excluded group about their role and its relation to unionization. While 58% of the union excluded agree they should not belong to a union, 18% are undecided, and 22% feel they should be able to join. Among the other three work groups, 33% of the nonprofessionals, 46% of the administrators, and 53% of the faculty are also undecided. Overall, the union-excluded group mean proves significantly different from the administrative and faculty group means (Table 16, Appendix F).

B56. Excluded employees feel they are treated fairly by management.

There are a number of undecided responses from all the work groups, as well as some feelings of disagreement to this statement within the union-excluded group. Fifty-four percent of the faculty, 44% of the administrators, and 33% of the nonprofessionals, as well as 21% of the union excluded are undecided. An additional 19% of the union excluded disagree that they are treated fairly. For this

statement, the faculty group mean proves significantly different from all the other work groups (Table 17, Appendix F).

B61. People on this campus act important because they are excluded from joining a union.

Overall there seems to be general disagreement with the statement that people act important because they are excluded from joining a union. In general, union-excluded personnel register the highest disagreement (87%) with this issue followed by the administrators (67%). Both their group means prove significantly different from the means of either the faculty or nonprofessionals. In addition, the union-excluded group response proves significantly different from the administrators. Contrastingly, 14% of the nonprofessionals agree that people act important because they are excluded from joining a union. This is the largest block of agreement, and it seems to indicate that some nonprofessionals may have difficulty in their relationships with union excluded in general, or with their nonprofessional excluded counterparts (Table 18, Appendix F).

B63. I understand why certain people on this campus are excluded from any union.

It appears more has to be done to explain the meaning and scope of exclusion, especially to nonprofessionals and faculty. Disagreement with the statement is registered by 22% of the nonprofessionals, 16% of the administrators, and 16% of the faculty. In

addition, 28% of the faculty, 20% of the nonprofessionals, and 15% of the administrators are undecided on this issue. Union excluded, as a group, record the highest degree of agreement (82%), and their group mean proves significantly different from the means of the other three work groups. The administrators group mean also proves significantly different from that of the faculty group (Table 19, Appendix F).

Unionization

B21. People on this campus act important because they belong to a union.

Overall, most respondents disagree with this statement. Yet, 19% of the union excluded agree that people on campus act important because they belong to a union, and their group response mean proves significantly different from that of the faculty (Table 20, Appendix F).

B25. After unionization people concentrated only on doing their part in campus tasks.

Some nonprofessionals and union excluded, more so than faculty and administrators, feel unionization has reduced organizational cooperation. Forty-three percent of the union excluded and 40% of the nonprofessionals agree with the statement as compared to 25% of the faculty and 29% of the administrators. There are, however, 23% of the faculty, 17% of the nonprofessionals, and 23% of the administrators

undecided on this issue. The union excluded and nonprofessional group means prove significantly different from that of the faculty (Table 21, Appendix F).

B26. Now that unionization is in, students know who the "real" bosses are.

The overall tendency toward disagreement with this statement seems to indicate that unionization has done little to alter perceptions among students as to who manages the college. Thirteen percent of the nonprofessionals do agree with this statement, however. Their group response mean proves significantly different from that of the faculty (Table 22, Appendix F).

B27. The various employee contracts at this college were thoroughly explained to members of my work group.

All work groups feel they can use more information about the various contracts. The faculty seem to have the clearest understanding of the various contracts. Forty-three percent of the faculty agree with this statement as compared to only 24% of the nonprofessionals, 27% of the administrators, and 25% of the union excluded. The faculty group mean response proves significantly different from the administrators and nonprofessionals (Table 23, Appendix F).

B32. Whenever I have a problem, I find someone actively involved in the union to help me out.

Among all respondents, it appears unions are not perceived as helping agents in employee problem solving. This seems especially true for the administrators as 70% disagree with the statement. Their group mean proves significnatly different from those for the faculty and nonprofessionals, even though 52% of the faculty and 53% of the nonprofessionals also disagree. Additionally, 42% of the union excluded support the contention that employees do not seek someone actively involved in the union for help with problem solving (Table 24, Appendix F).

B33. I understand my contract.

It appears that a number of employees do not understand their contract or are uncertain about its provisions. Of those respondents who indicate disagreement, 29% are nonprofessionals, 29% administrators, and 20% faculty. In general, though, the faculty with 68% registering agreement has the best understanding, and their group response mean proves significantly different from the other two unionized groups (Table 25, Appendix F).

B37. Prior to collective bargaining, getting the job done was more important than who did it.

It seems that since collective bargaining, intergroup cooperation has diminished as indicated by the number of respondents agreeing with this statement. The union excluded, in particular, seem to feel this way as 51% agree. Comparatively, 33% of the faculty

disagree, and the faculty groups response mean proves significantly different from all the other groups (Table 26, Appendix F).

B39. Students understand campus union behavior.

Overall, campus work groups believe that students do not understand campus union behavior. Fifty-four percent of the nonprofessionals, 72% of the administrators, 64% of the faculty, and 73% of the union excluded disagree with the statement. The only group where there is any substantial fluctuation is the nonprofessionals, where 7% do agree and 24% are undecided (Table 27, Appendix F).

B42. Unionization has helped various employee groups better understand themselves.

It seems unionization has not been very successful in helping employee groups to better understand themselves. Forty-two percent of the nonprofessionals disagree with the statement along with 39% of the administrators, 37% of the faculty, and 48% of the union excluded. In addition, 26% of the faculty, 32% of the administrators, and 18% of the nonprofessionals are undecided on this issue. Furthermore, none of the group response means prove significantly different (Table 28, Appendix F).

B47. Our union leaders are there to help us solve any problem that comes up.

Administrators appear to be the least satisfied with their union leadership, while faculty feel their union leaders are able to help solve problems. Also, the faculty group response mean proves significantly different from the response means of all other work groups (Table 29, Appendix F).

B50. At this college it is easy to discuss union problems with the administration.

It seems college leaders can do more to foster a better collaborative atmosphere supporting problem solving. Although 66% of the union excluded agree that it is easy to discuss union problems with the administration, and thus seem to perceive themselves as accessible and open about union problems, 50% of the nonprofessionals, 35% of the faculty, and 27% of the administrators disagree with the statement. Nonprofessionals followed by the faculty group seem to have the most difficulty with college leaders regarding union problems. The group response means of the faculty and nonprofessional groups prove significantly different from both the administrators and union-excluded group means. The nonprofessional group also proves significantly different from the faculty group. The administrators seem to have the least problem in dealing with college leaders about union problems (Table 30, Appendix F).

B51. The level of performance of work groups on this campus has improved since collective bargaining.

It seems that collective bargaining may not have helped productivity. When assessing agreement, the nonprofessionals with 19% stand apart from the administrators with only 4%, the faculty with 12%, and the union excluded with 4% agreeing. The union-excluded and administrators group means prove signficantly different from the nonprofessional and faculty mean responses (Table 31, Appendix F).

B52. Unionization has not affected services to students.

Within the college community there seems to be a difference of opinion about the effect unionization has on student services. Thirty-five percent of the union excluded and 36% of the administrators feel that unionization has affected services to students. Contrastingly, 57% of the nonprofessionals and 45% of the faculty agree that services have not been affected. In addition, 25% of the faculty, 20% of the nonprofessionals, 23% of the administrators, and 26% of the union excluded are undecided on this issue. The nonprofessional group mean proves significantly different from all other groups (Table 32, Appendix F).

B55. Unionization has improved my status as an employee.

Unionization seems to have fallen short in terms of meeting expectations of improved status as envisioned by some employees. Fifty-six percent of the administrators feel that unionization has not improved their employee status. Similarly, 51% of the

nonprofessionals and 47% of the faculty also disagree with the statement. The faculty and nonprofessionals group response means prove significantly different from the administrators (Table 33, Appendix F).

B62. When unionization came in, everyone found out who the "real" bosses are.

The results seem to indicate that unionization did not affect most employees' perceptions of who the campus managers are. The disagreement of the union excluded is the highest at 78%, and it proves significantly different from the faculty and nonprofessional group response means (Table 34, Appendix F).

Communication

B17. On this campus supervisors encourage workers to discuss job issues.

It appears there are divergent views regarding the climate surrounding the discussion of job-related problems. The union excluded, primarily all supervisors and managers, feel they are supportive regarding the discussion of worker problems, and the administrators work group concurs, although somewhat less strongly. This perception is not positively reinforced by faculty or nonprofessionals. Fifty percent of the administrators and 57% of the union excluded agree that supervisors encouraged workers to discuss job issues. Contrastingly, 50% of the nonprofessionals and 36% of

the faculty disagree with this statement. The union-excluded group mean response proves significantly different from those of both the faculty and nonprofessionals, while the administrators mean proves significantly different from only the nonprofessionals (Table 35, Appendix F).

B20. If I have a problem, I go directly to my superior for help.

It appears faculty have the most difficulty in dealing with the concept of supervision or the supervisory role. Thirty-one percent of the faculty disagree with this statement, and their group response mean proves significantly different from all the other group means. The other work groups appear to be authoritarian in their orientation toward viewing the supervisor as someone to go to if they have a problem; and 72% of the nonprofessionals, 76% of the administrators, and 78% of union excluded agree with the statement (Table 36, Appendix F).

B30. Communications on this campus only go from the top down.

Some members of all work groups, particularly the nonprofessional group, seem to have difficulty with their participation in the campus communication network. Fifty percent of the nonprofessionals, as compared to only 28% of the faculty, 25% of the administrators, and 23% of the union excluded agree with the statement. The nonprofessional group response mean proves significantly different

from all other groups (Table 37, Appendix F).

B59. The various work groups on this campus understand each others functions.

It appears more information needs to be shared regarding the functions of all groups. Overall, many of the respondents disagree that various work groups understand each other's functions. Also, no two groups prove significantly different from each other. The nonprofessionals with 53% disagreeing seem to be the work group with the most difficulty understanding other work group functions (Table 38, Appendix F).

B60. My superior would not know how to help me if I had a typical worker's problem.

The work groups seem to recognize the ability of their supervisor to help if they have a typical worker's problem. The nonprofessionals, with 27%, record the highest percentage agreement with the statement, and their group response mean proves significantly different from all the other group means (Table 39, Appendix F).

Cooperation

B16. Whenever college leadership is discussed, I can really support ours.

It appears that nonprofessional and faculty groups have more difficulty in supporting college leadership than the other two work groups. Twenty percent of the nonprofessionals, 22% of the

faculty, and 15% of the administrators are undecided. Contrastingly, 74% of the union excluded agree with the statement, and 59% of the administrators feel they can support college leadership. The union excluded and the administrators group response means prove significantly different from the faculty and nonprofessional means (Table 40, Appendix F).

B19. Most people on this campus are motivated by personal concerns.

Overall, the feeling among all campus work groups is that most people on campuses are motivated by personal concerns. The administrators, however, seem to show the strongest disagreement (24%) of all the unionized groups, and their group response mean proves significantly different from the faculty and nonprofessional groups (Table 41, Appendix F).

B29. In social gatherings I shy away from discussing the college.

Although many of the respondents do not seem to shy away from discussing the college in social gatherings, there are some divergent reactions in each work group. For example, 38% of the nonprofessionals, 28% of the administrators, and 26% of the union excluded do agree with the statement, while only 18% of the faculty agree. The faculty group reponse mean proves significantly different from the nonprofessional and administrative group mean (Table 42, Appendix F).

B34. People on this campus feel important because they are members of this college community.

The impact of group membership does not seem directly connected to this issue. Attitudes seem to be equally distributed along the scale for all work groups. This is reinforced by the fact that no two groups prove significantly different. However, there are 24% of the faculty, 20% of the nonprofessionals, and 24% of the administrators undecided about this statement (Table 43, Appendix F).

B45. When this college is written up in the newspaper, I read every word.

No two groups prove significantly different on this issue. Many of the respondents agree they read every word. For most members of all work groups, it appears organizational affiliation is important (Table 44, Appendix F).

B54. College leaders encourage student participation in problem solving.

Many of the respondents seem to agree that college leaders encourage student participation in problem solving. The strongest support for this statement is reflected by the union excluded of whom 76% agree. Also, 62% of the administrators and 58% of the faculty agree. Contrastingly, 30% of the nonprofessionals disagree with the statement. The union-excluded group response mean proves significantly different from both the faculty and nonprofessional

group means. The administrators group response mean also proves significantly different from the nonprofessional group mean (Table 45, Appendix F).

B64. I do my job on this campus without worrying about other workers.

Nonprofessionals seem to be more self-oriented regarding work related tasks as compared to members of other work groups. Within the nonprofessional group, 72% agree with the statement. Contrastingly, the other work groups are about equally divided on this item. The nonprofessional group response mean proves significantly different from all the other group means (Table 46, Appendix F).

Productivity

B18. Within my work group morale is low.

It seems morale can be higher in all work groups, but particularly among the faculty and nonprofessionals. Fifty-two percent of the nonprofessionals and 49% of the faculty feel that morale is low in their respective work groups. Contrastingly, 62% of the administrators and 66% of the union excluded disagree with this statement. Yet, even though the union-excluded and administrators group response means prove significantly different from both the nonprofessional and faculty group means, 33% of the administrators and 26% of the union excluded still agree with the statement (Table 47, Appendix F).

B22. In my opinion morale in college work groups other than mine is high.

Generally, it seems morale is perceived by employees to be low in other campus work groups. This attitude appears consistent throughout all the work groups evidenced by the fact that no two groups prove to be significantly different in this regard. Many of the respondents disagree with the statement, but there are 39% of the faculty, 24% of the nonprofessionals, and 23% of the administrators undecided. Evidently, some employees are reluctant to judge or uncertain about morale in other campus work groups. Interestingly, 53% of the union excluded also disagree that morale is high in other work groups (Table 48, Appendix F).

B28. If I don't do my job well, students will suffer.

Simply stated, everyone seems to agree that their job affects students. Overall, most of the respondents agree that students would suffer if they did not do their job well. Within the work groups, 97% of the faculty, 92% of the administrators, 87% of the nonprofessionals, and 83% of the union excluded register agreement. The faculty and administrators group response means prove significantly different from both the union-excluded and nonprofessional groups (Table 49, Appendix F).

B31. At this college conflict often exists between various campus groups.

All the work groups seem to feel that conflict often exists between various campus groups. Within the work groups, the nonprofessionals have a high of 59% agreement with the statement as contrasted to the union excluded's 32% disagreement. Each work group response pattern is similar, however, and no two groups prove significantly different (Table 50, Appendix F).

B41. My job is important in meeting student needs.

Overall, most responding agree that their job is important in meeting student needs. The faculty group registers the high with 99% agreeing followed closely by the administrators with 94%. Their respective group response means prove to be significantly different from both the nonprofessional and union-excluded group means (Table 51, Appendix F).

B43. When we finish a job, my colleagues and I feel satisfied.

Most employees seem comfortable with tasks associated with their jobs. Only 10% of the nonprofessionals, 8% of the administrators, 11% of the faculty, and 8% of the union excluded disagree with the statement. The administrators group response mean proves significantly different from the faculty mean (Table 52, Appendix F).

B46. Tasks are arranged on this campus so various groups can work together for a common purpose.

It appears tasks can be arranged better and purposes and

goals more clearly identified. The nonprofessionals seem to have the most difficulty with the way tasks are arranged as 45% disagree with the statement. Although their group mean proves significantly different from all other groups, still 36% of the administrators, 33% of the faculty, and even 29% of the union excluded indicate the same feelings. Contrastingly, 56% of the union excluded agree that tasks are cooperatively arranged, and since they are largely responsible for such activities, seem to perceive themselves as doing a good job (Table 53, Appendix F).

B57. Most work groups on this campus are going through the motions and are not really committed to their responsibilities.

The divergence on this issue between the nonprofessionals and the other work groups is underscored by the fact that the nonprofessional group response mean proves significantly different from all the other work groups. Forty-four percent of the nonprofessionals agree that most work groups are going through the motions and are not really committed to their responsibilities. Contrastingly, 58% of the administrators, 54% of the faculty, and 50% of the union excluded disagree and seem to feel work groups are committed (Table 54, Appendix F).

B58. On this campus people from various groups work together to solve problems.

Generally, the respondents agree that people from various

groups work together to solve problems. Within the work groups, however, there are some interesting comparisons. For example, the nonprofessionals record the high of 39% disagreement with the statement. They seem to stand alone in perceiving the most difficulty with intergroup behavior, particularly associated with problem solving, as evidenced by the fact that their group response mean proves significantly different from all other group means. On the other hand, 64% of the administrators, 58% of the faculty, and 66% of the union excluded agree with this statement (Table 55, Appendix F).

B65. I like working with students.

Overall, employees enjoy working with students. Although each group indicates high agreement, the faculty show the highest with 99%, followed by the administrators with 97%. The faculty group response mean proves significantly different from both the union excluded and nonprofessionals. The administrators mean proves significantly different from the nonprofessional response mean (Table 56, Appendix F).

Factor Analysis

As a final step in the investigation of the responses to the fifty statements in Part B, a factor analysis process has been used. This analysis is attempted in order to reduce the amount of

data produced and determine if there are any subordinate relationships among the responses to the items. Also, this technique assists in assessing the overall structure of the statements in terms of the variables they have been purported to measure, and clusters the responses around possible new abstractions. Factor analysis involves basically three steps, which are: (a) the development of a correlation matrix of all of the items, (b) the determination of initial factors, and (c) the rotation of these factors for the simplest and best arrangements (Nie, et al., 1975, pp. 468-501).

Only 444 respondents have completed every item in Part B without leaving a blank or using the not applicable response code. This number is insufficient to complete a factor analysis process. Since the percentage of not applicable responses for any of the items by work group is not very high, a decision has been made to substitute the respective work group response mean for each not applicable answer. This extends the linear relationship among the items without attitudinally disturbing the quality of the responses. All blank responses remain blank. As a result, 1046 cases can be processed (Table 57, Appendix F).

The initial factor analysis process revealed thirteen possible factors; however, eight of these factors are not significant at the .05 level. Therefore, a second process has been completed with the five remaining factors. These factors are also rotated in

order to yield the most statistically appropriate clusters of statements by responses. Within each factor, only those statements with correlation coefficients of .4 or higher (positive and negative) are considered. An analysis by factor of each cluster follows.

1. Factor 1: This component seems to focus on group and organizational climate with particular emphasis on leadership. Communication, cooperation, and productivity all appear to be relational to positive group and organizational climate. Effective leadership seems to be the integrating agent.

2. Factor 2: Union membership, activism, and identity seem to underscore the second factor. The effectiveness, quality and sensitivity of leaders within union groups appear to be germane to employee job satisfaction and status.

3. Factor 3: This element seems to reflect the effects of unionization. It appears to indicate that unionization has resulted in a division of labor within college organizations. Additionally, work group and organizational hierarchies have apparently become more formalized.

4. Factor 4: Exclusion is the dominant aspect within this factor. Exclusion appears to have affected organizational harmony. The segregation of certain employees because of exclusion seems to have disrupted and changed intergroup work behavior patterns.

5. Factor 5: This component focuses on employee interest

in working with students. Almost all employees seem to recognize this as an important aspect within their own work groups and campus organizations. They appear to be strongly motivated toward successfully working with students.

In summary, the factor analysis does seem to indicate some relationship between the items and the variables they are intended to assess. Further, the opinionnaire section of the instrument does appear to reveal and deal with certain dynamics of intergroup behavior in an academic organization.

Open-Ended Responses

The survey instrument contains two open-ended questions which focus primarily on the effects of union exclusion. The two questions are as follows: (a) In your opinion, what effect has excluding some college employees from the union(s) had on your working conditions? (b) How has creating a new group of union-excluded employees (people who can not join a union) changed the following: college leadership, job performance, and employee relations?

There are 1141 codable responses to the open-ended questions. This represents 82% of the population that responded to the survey. Of these respondents, 54% are male, 44% female, and 2% refuse to acknowledge their sex. Regarding work group classification, 47% are faculty, 16% administrators, 26% nonprofessionals, and 11% excluded

personnel.

Due to the nature of the responses to the open-ended questions, the responses to both have been consolidated. Then, three topical reply categories have been used to code the responses. The categories are (a) no effect, (b) not relevant, and (c) some effect. The no-effect category primarily includes responses that in one or two words, such as "none" or "no change", reflect the subjects' opinions about the questions. There are 445 responses in this category of which 38% are faculty, 18% administrators, 32% nonprofessionals, and 12% union excluded. No worthwhile answers are given explaining why there has been no effect or change since exclusion was implemented.

The not-relevant category contains those responses which again are rather simplistic assessments of the respondent's attitude toward the questions. Generally, the replies are either "not related", "not important", "not applicable", or "not relevant". Additionally, several respondents suggest exclusion is not significant because "those people were always the managers anyway". There are 150 responses grouped into this category of which 64% are faculty, 9% administrators, 23% nonprofessionals, and 4% union excluded.

The some-effect group is comprised of an assortment of replies which are more detailed and expressive than in the other categories.

Although these responses are not always directly connected to the questions, they appear to indicate changes or conditions that employees feel are related to exclusion. Reactions to unionization are also prevalent among these responses, so they are included in this group. Five hundred and forty-six responses are grouped into this category of which 52% are faculty, 15% administrators, 21% nonprofessionals, and 12% union excluded (Table 58, Appendix F).

The variety of replies in the some-effect group have been more closely analyzed for possible implications to the study. They have been recoded and clustered by similarity into 13 subgroups. A research assistant has coordinated and completed this complex task. This approach has been utilized in order to control, as much as possible, any bias on the part of the researcher as he deals with these subjective responses (Table 59, Appendix F). Each of the 13 subgroups is discussed below, and representative quotes from employees are also presented.

1. Limited knowledge of exclusion: Some employees, 222 of the some-effect group, report that they are confused about what exclusion means, or who is excluded from the union and for what reasons. Several imply that only part-time workers are excluded from the union, while others indicate that people are only excluded by choice, i.e., refusal to join. Another group reports that only "top managers" and perhaps their secretaries are excluded. Some

respondents also allude to the differences in priorities between those who are excluded and other workers. Of this total subgroup, 86% are faculty, and the following statement from a faculty member typifies their feelings:

> I am not aware of who is excluded except perhaps top administration. But in terms of perceived difference in self-interest, I have always seen top administration as responding to different needs and forces than faculty to a significant extent.

2. Divisive: Eighty-two of the some-effect responses express the feeling that excluding some employees from unions is divisive. Comments include reactions which reveal antagonism toward campus leaders, especially now that they are further separated or excluded from other members of the college community. Although it is felt by many that the excluded are management anyway, roles are now more clearly delineated and relationships too formalized. Collegiality has been adversely affected, and the gaps between college work groups has widened. Examples of quotes are as follows: (a) From the faculty: "It is divisive in impact on communication between faculty and administration." (b) From the union excluded: "Polarization of various group segments" (c) From the nonprofessionals: "It has hampered direct leadership." (d) From the administrators: "It split excluded from the rest of the administration."

3. Poor morale: According to 29 of the some-effect respondents, excluding people from unions has negatively affected employee morale. In addition to generating bad feelings, it has caused jealousy among workers and fractured working relationships. Within this subgroup, 17% are faculty, 24% administrators, 31% nonprofessionals, and 28% union excluded. Some typical quotes are as follows: (a) From the nonprofessionals: "It has bothered some employees and made them think differently toward their fellow workers." (B) From the administrators: "Some jealousy on the part of clerical union members toward executive secretaries who are excluded." (c) From the faculty: "It has separated people into splinter groups... it is not conducive to a good working climate."

4. The issue of union dues: An interesting issue surfaces in the open-ended responses. It has to do with the animosity some nonprofessionals feel toward their counterparts who are excluded, and consequently do not have to pay union dues. This seems to have generated a great deal of hostility. Overall, only 29 of the some-effect responses focus on the dues' issue, but of these 72% are nonprofessional reactions. As a work group, they seem very bothered by this situation. A typical quote from one of them states, "bad feelings...these people are not required to pay dues yet receive the same raises, benefits, etc.!"

5. Elitism: In the opinion of some workers, exclusion

smacks of elitism. For them it seems to be the Board of Trustees' and Presidents' way of taking care of the chosen few. The impression is that the excluded people get special benefits or preferential treatment. Several responses refer to the "double raise" excluded personnel got. During the last fiscal year, 1979, this was in fact the case. Ordinarily, Trustee policy has been to grant the same contractual wage packages of the faculty, administrators, and non-professionals to their excluded counterparts. After such raises were already given during 1979, the Legislature approved a separate pay raise package for all excluded state personnel. Thus, they did in fact get what could be construed as a double raise. This matter was and evidently still is particularly troublesome to other employees. Of the respondents in this subgroup, 50% are nonprofessionals, 30% administrators, and 17% faculty. Typical quotes are as follows: (a) From the administrators: "Those who are not union members feel that they are better than the other employees." (b) From the faculty: "clearly identified the Board of Trustees' leaders on campus" (c) From the nonprofessionals: "Excluded employees seem to have more benefits than union employees." (d) Regarding salaries: "In my opinion, excluding some employees from the union does not affect morale, but paying them on a higher salary scale does."

6. Poor productivity: For some employees, union exclusion has been counterproductive. Eleven respondents in the some-effect

group record opinions which suggest that since exclusion, excluded personnel have become less effective. The contend that excluded personnel "pass their work off to others", and managerial personnel seem to have lost their initiative because they are "afraid of the contracts." Only 11 of the respondents are in this subgroup, of whom 46% are faculty, 18% nonprofessionals, and 36% administrators. It should be noted that no union excluded express similar feelings. Some typical statements are: (a) From the nonprofessionals: "They have been neglecting their responsibilities and passing their work on to others." (b) From the faculty: "It has separated management from labor, and decisions are now made by contract rather than what is good for the college." (c) From the administrators: "It has increased their anxiety and made leadership less decisive."

7. No job security: Twenty-seven of the some-effect respondents focus specifically on the issue of the lack of job security for the excluded personnel. Of these responses, 56% are union excluded. Obviously, they are more affected by this condition, thus their reactions more frequent. Excluded personnel do not have contractually guaranteed due process privileges as do the unionized employees. Some union-excluded employees seem to be very concerned about this issue. They feel it has somewhat reduced their effectiveness because they are less willing to take risks. For example, an excluded employee states, "I have been excluded from

the union which gives me no protection." Another statement from a faculty member points out, "Exclusion has deprived them of a sense of security and the team spirit." Finally, two excluded employees express it succinctly by saying: "No question about it, it gives me a feeling of insecurity." and "Serving the will of Trustees and not having the type of security that union members have is not conducive to overall job performance."

8. No fringe benefits: Sixteen respondents in the some-effect group outline concerns about the lack of fringe benefits available to union-excluded personnel. The union-excluded personnel function without a contract, and thus do not have the alternatives such as a sick leave bank, formalized and funded staff development programs, and others. Of these responses, 57% are from union excluded, 26% nonprofessionals, and 11% administrators. Some union-excluded personnel are upset by this condition, and feel it erodes job satisfaction. This feeling may be related to their functioning. As an excluded management employee states, "It has reduced my benefits, e.g. distinguished service award opportunities, some vacation time." Another excluded employee contends, "Excluded people (some if not all) feel the Trustees ignored them too long, and that the Trustees should reward them better. I agree with this posture."

9. Isolation and alienation: It seems that some employees from all work groups feel the union excluded experience loneliness.

They also sense that exclusion has not only separated people, but it has as one faculty member reports, "produced isolation". Of the 10 responses in this subgroup, 30% each are faculty, nonprofessionals, and union excluded while 10% are administrators. Other faculty members indicate that there is "more of a we/they antagonism" and "separation grows". A nonprofessional reacts by saying, "Because people have been excluded they have no one to bring their problems to." Similarly, a union-excluded employee says, "Some voice should be available for those without union association."

10. Work to the rule: Since exclusion some employees feel that collaborative work efforts among campus groups has diminished. Now it appears to be a matter for some of doing only what is required by contract. Also, as one employee contends, "The union excluded are caught in the middle, and they only do what the contracts require." Creative leadership, some employees believe, is on the wane. Of the 15 responses in this subgroup, 60% are faculty, 20% nonprofessionals, and 13% union excluded. As one faculty member states, "It has affected attitudes and lowered performance..." An administrator reports, "The whole idea (exclusion) is discouraging - whatever happened to collegiality and mutual respect among professionals."

11. Pro-unions: As previously indicated, several employees address the question of unionization in the open-ended questions. Thirty-seven of the responses in the some-effect group express

support for unions and indicate that unionization has had positive effect. Of the responses in this subgroup, 43% are faculty, 16% administrators, and 41% nonprofessionals. The union excluded have no codable responses for this subgroup. Generally, the unionized employees responding feel that the unions improve their working conditions, and periodically guarantee them salary increases. Also, they now feel, through unions, they have some "protection from management". As one nonprofessional says, "I feel our present union is good." A faculty member indicates, "We have confidence in our union leaders...the union is a proven instrument of security and morale."

12. Anti-unions: Some employees resent unions, and particularly the fact that regardless of their union membership status, they must pay an agency fee. All the employee contracts in the Massachusetts State College System have agency fee provisions. All union-eligible employees, if they refuse to join the union, must pay an agency fee or lose their position. Generally, the agency fee is 95% of the union membership dues. Fifteen responses in the some-effect group are in this subgroup, of which 60% are nonprofessionals, 26% administrators, and 7% faculty. Overall, the respondents feel that unionization reduces a "sense of community", and is a nonprofessional way to function in a professional environment. These same employees also feel that unionization changes the way college

leadership behaves. It seems leaders are not as positively aggressive, because they fear grievances. Some employees state very forthrightly that, "The union is lousy and no good." A faculty member says that as a result of unionization, "now there is less collegiality - the administration has been driven further from the faculty." An administrator responds, "our union is useless." Another employee writes, "I was forced to join the union." Finally, another administrator states, "I view a 100% agency fee as blackmail to hold a job."

13. Things have improved: Wthin the some-effect group, 23 of the responses seem to indicate that since exclusion, campus management and associated activities have improved. Of these responses, 53% are union excluded, 30% administrators, and 13% faculty. The consensus of the respondents is that exclusion has allowed management to become more objective in decision making. Also, it has further formalized employee relations, thereby reducing problems. A faculty member says of exclusion, "It has made for a clearer definition of roles and responsibilities." An excluded administrator writes, "I am able to perform as a liaison person in far more efficient fashion because I am strictly impartial." The same administrator later adds, "...those belonging to unions feel free to talk to me about personal problems." Another excluded administrator states, "it has strengthened my leadership...the nature of my work demands sensitivity and warrants exclusion." A confidential clerk says of her role, "It

takes the pressure off the administrators having people around them with no connection to the union." A union administrator concludes his response by saying, "Exclusion allows for a necessary level of confidentiality, consensus building, and planning for management purposes.

CHAPTER V

DISCUSSION AND CONCLUSIONS

Introduction

The purpose of this study has been to determine the effects of union exclusion, which has introduced a new work group within college organizations, and to assess this new work group's influence on intergroup communication, cooperation, and productivity. An additional objective of this study has been to ascertain the impact of unionization on academic organizational behavior.

The following is a discussion of the results and conclusions of this study. For the reader's convenience, summary tables recapitulating the study data are included within the discussion section of the text.

Summary of the Findings

The following are summary statements regarding the study hypothesis and the related research questions:

1. Generally, the implementation of the principle of union exclusion has had a negative impact on campus intergroup work behavior. Its bold and unexplained introduction has confused and perplexed all work groups. By segregating certain employees, the balance of intergroup relations has been upset, and the dynamics of the campus

organization have been altered. Meanwhile, prior unionization, which had brought about the implementation of negotiated contracts for faculty, administrators, and nonprofessionals, has confounded the situation. These conditions have disrupted the traditional patterns of intergroup communication, cooperation, and productivity. Therefore, the null hypothesis, which stated that union exclusion has had no effect on intergroup communication, cooperation, and productivity has been rejected.

2. For both excluded and unionized employees, their feelings regarding job satisfaction, morale, participation, and personal needs have been affected by exclusion. Some union-excluded personnel feel they have been cut off from other employees and are dissatisfied with their ambiguous status. To them it has been particularly disheartening that they have no job security or due process protection. A few union-excluded personnel, however, feel that exclusion has improved their status by freeing them from any traditional campus group affiliation and thereby making them more effective in their roles. Some unionized employees, especially nonprofessionals, have negative feelings about exclusion. They feel it has produced jealousy, uncertainty, hostility, resentment, and divisiveness. Exclusion, therefore, has negatively affected the attitudes of many employees.

3. The introduction of union exclusion has affected the

membership and leadership patterns of both the nonprofessionals and administrators. Since the managers, supervisors, and confidential clerks have been formally and publicly separated out from these two generic work groups, the remaining personnel have had to readjust their own behavior patterns. The nonprofessionals have had more difficulty in dealing with this situation. The residual feelings of jealousy and confusion have affected interaction with their union-excluded counterparts and supervisors. On the other hand, the administrators have remained closely aligned with their excluded counterparts, causing them to have weaker group cohesiveness and poorer union identity. For union-excluded personnel, work behaviors have also had to be readjusted because of changed status and, for some, new responsibilities. Additionally, all three work groups have had some difficulty in understanding the relationship between exclusion and job responsibilities. Although faculty work group membership has not been directly affected by exclusion, and many faculty remain undecided about it, some faculty work attitudes have been altered. These faculty feel that exclusion has further isolated college leadership, and communication has become more structured and less collegial. In summary, group behavior patterns have been adversely affected by exclusion.

4. Although unionization has heightened work group identity among the faculty and nonprofessionals, it appears to have fragmented

other organizational behaviors. Unionization has produced a distinct division of labor within the college organization, and many employees, particularly faculty, feel this has reduced their organizational participation. At the same time, employees recognize that productivity has remained unchanged. Now, work groups focus primarily on their own work tasks with less qualitative involvement in the overall direction of the organization. For some, unionization has improved their status by serving as a catalytic agent for salary increases and due process protection. Other employees feel that unionization has not improved their status nor has it fulfilled their expectations. In the opinion of some, unionization has inhibited creative leadership. It has caused more alienation among work groups, and has created new group and organizational hierarchies. This has further formalized campus organizations and depreciated aspirations for a collegiate community of interest. Organizational traits have been affected by unionization.

Discussion of the Results

Union Exclusion. Union exclusion has created a new campus work group by designating certain administrators and nonprofessionals as managers, supervisors, and confidential employees. In doing so, it has disrupted the traditional membership, cohesiveness, and leadership patterns of these two campus work groups. As a result, there is

uncertainty, ambiguity, and dissatisfaction within all work groups regarding the meaning and scope of employee exclusion (Table 2). Many employees do not seem to understand what exclusion is or what it means. They are confused about who is excluded and for what reason.

Particularly troublesome is the status of union-excluded personnel. Some workers feel that excluded employees are treated in special ways, while the union-excluded employees themselves appear dissatisfied with their own status. The union excluded point out that working conditions, salaries, fringe benefits, due process, and evaluation are not set forth in a contract as with other campus work groups, nor in any comprehensive, formalized policy by the Board of Trustees.

In another vein, certain employees feel that exclusion has altered their working conditions. For them, it has had a divisive impact on intergroup work behavior patterns. Additionally, it seems to have adversely affected employee morale by spawning unfounded feelings of jealousy among employees, particularly within the nonprofessional group. The matter of excluded personnel not having to pay union dues bothers other employees and reinforces the feeling that certain people are treated in special ways and are in an elite category.

In general, faculty are less affected by union exclusion

Table 2

Summary Index[a] of Responses to Statements on Union Exclusion

Statement	Nonprof.	Admin.	Fac.	Union Exc.	Total Resp.Pop.
B23 Exc. treated special*	24	29	14	15	19
B24 Exc. less responsible	29	25	8	24	18
B35 Exc. because job	66	81	38	94	58
B36 Exc. look down	21	12	7	5	12
B38 Understand exc.	49	65	34	85	48
B40 Certain jobs exc.	49	63	42	85	51
B44 Exc. accepted by union	64	70	47	73	57
B48 No exc. -- my campus	10	6	15	8	12
B49 Exc. set apart	16	19	10	21	14
B53 Exc. -- no union	33	29	13	58	25
B56 Exc. treated fairly	34	34	8	57	24
B61 Important due exc.	14	4	3	5	6
B63 Understand exc.	49	66	31	82	46

[a]Index = % Strongly Agree plus % Agree

*Key words from opinionnaire statements

than either administrators or nonprofessionals. This may be attributable to the fact that faculty work group membership has not been directly affected by the principle of exclusion. No faculty member is excluded. Nevertheless, many faculty remain undecided about what exclusion really means and what its relationship is to their own role and status.

The relationship between exclusion and job responsibilities is unclear, particularly to the nonprofessionals. While the data indicate that the union-excluded personnel are generally accepted by other employees, the nonprofessional cluster reports difficulty in working with excluded personnel, even their nonprofessional counterparts. Similarly, some union-excluded personnel question their acceptance by other workers. It seems that they feel their designation as union excluded may have altered how others perceive and relate to them. By the same token, some union-excluded personnel actually may have changed their behavior toward others, either by necessity or design, after they were designated as excluded. This behavioral paradox is directly related to the lack of information provided each campus about the nature, scope, and implications of union exclusion at the time of its introduction. Apparently, all work groups, including union-excluded personnel, can benefit from the sharing of more information about union exclusion and its implications on personnel.

One of those implications is the fact that union exclusion, by segregating certain workers, has threatened the collegiality that historically academic organizations have strived to develop and maintain. In so doing, many employees contend that poorer productivity has resulted because groups are not working together for a common purpose. It appears that the cooperative spirit between groups has lessened, the communication gaps between groups widened, and the differences among groups been accentuated. In the opinion of some workers, leadership has become more aloof and less interested in collegiality and academic values. Their decision making is less insightful and less innovative. Labor contracts now formalize and define behavior, and it is here that exclusion often becomes intermingled with unionization.

For the excluded personnel, their negative feelings about being separated from other employees are more personal. Primarily, they seem concerned about their ambiguous status. For example, they feel they have no real job security and fewer benefits than unionized employees. The resulting anxieties they experience because of these circumstances inhibit their job performance and undermine their leadership. Some are perplexed because, while they are expected to be the initiators of change, the risk-takers, and the decision-makers, the Board of Trustees appears insensitive to their campus situation. These feelings are reinforced by the fact that

unionization is not an anathema to some union-excluded personnel, even though it is not currently legislatively possible for them to join.

Additionally, some union-excluded personnel feel isolated from other workers. Correspondingly, some union workers feel that exclusion has produced more alienation within college organizations. Perhaps this explains why now, more than ever before, employees are working to the rule. They do only what they absolutely have to. It seems the more people are categorized, through exclusion or unionization, the more difficult it becomes to generate organizational identification and a sense of community.

It should be noted, however, that a few employees, particularly union excluded, report that exclusion has improved their working conditions. Antithetically, they feel this has been accomplished because of their separation from other workers. They contend that this allows them to be more objective and impartial. As a result, they feel this segregation improves job performance, leadership skills, and employee relations. In effect, they feel being excluded helps them be all things to all people.

The Impact of Unionization. While unionization seems to have positively solidified group identity and cohesiveness particularly within the faculty and nonprofessional work groups, it appears to have contributed toward the fragmentation of organizational cohesiveness (Table 3).

Table 3

Summary Index[a] of Responses to Statements on Unionization

Statement	Nonprof.	Admin.	Fac.	Union Exc.	Total Resp.Pop.
B21 Important due union*	14	12	11	19	13
B25 Concentrate own tasks	40	29	25	43	31
B26 Students know bosses	13	9	5	8	8
B27 All contracts explained	24	27	43	25	34
B32 Union for help	35	11	30	7	26
B33 Understand my contract	57	55	68	20	59
B37 Job most important	49	43	30	51	39
B39 Students know union	9	6	9	5	8
B42 Aid self-understanding	35	26	34	25	32
B47 Union leaders help	47	33	56	25	47
B50 Discuss with admin.	25	47	28	66	34
B51 Improved since union	19	4	12	4	12
B52 Union no effect students	57	37	44	33	46
B55 Union improved status	30	9	30	7	25
B62 Unions identify bosses	14	9	12	7	12

[a]Index = % Strongly Agree plus % Agree

*Key words from opinionnaire statements

Although many respondents, particularly faculty, are still undecided about the effects of unionization, some union members share a feeling that organizational participation has been reduced, while productivity has not significantly changed. Others voice their feelings about the atmosphere unionization has created more bluntly. For them, unions have stripped academia of its professionalism. An example of this is the agency fee. They bitterly resent having to pay in order to hold their jobs.

In another appraisal of work climate, union-excluded personnel indicate the strongest feelings that employees often act more important because they are members of a union. Paradoxically again, the unionized campus work groups feel that unionization has not affected their behavior. Considering that, as some employees report, unions are a means of protecting employees from arbitrary decisions by management, the resulting security may well have changed the tenor of relations with supervisors (union excluded), and this may be what the union excluded are reacting to.

Similarly, college work group members seem to have mixed feelings regarding the impact of unionization on services to students. Administrators and union-excluded personnel feel strongly that unionization has affected services to students. Though some faculty remain undecided or uncertain about this issue, most faculty respondents contradictingly state that services to students have not been

affected by unionization. The nonprofessionals do not assess this statement at all, and members overwhelmingly indicate it is not applicable to their situation. This division notwithstanding, considering the earlier points indicating fragmentation in organizational cohesiveness and participation, it seems likely that some student services requiring intergroup collaboration may have been adversely affected.

Contrastingly, most work group members unite in feeling that students do not understand campus union behavior. The lack of understanding about unionization, however, does not appear to be unique to students. Some members of each unionized work group report they do not understand their contract nor those of other work groups. Misinformation or a lack of understanding of the contracts seems to relate to employee satisfaction, work group performance, and organizational effectiveness. It seems, therefore, that all groups can benefit from more information regarding every contract.

With so many mixed feelings about unionization apparent, it is perhaps easier to understand why most respondents feel unionization has not significantly improved their status. It has fallen short of some of their expectations. Feelings about employee status seem to be directly related to the level of union activity and the effectiveness of union leadership. Union leadership seems to be rated least effective by the administrators and excluded work groups.

Overall, the administrators appear to have the weakest and least effective union, and more importantly, they recognize this. Whenever one of the opinionnaire statements suggested approaching the union or union leadership for assistance, the administrators seem to have the highest negative response.

The union excluded, although not represented by a union, must interact with union leaders on labor/management issues. Therefore, their perceptions of union leadership are certainly influenced by the attitudes those leaders bring to management/union deliberations, and the results of such conferences are probably affected by these attitudes. Generally, the responses from all work groups indicate that union leaders can do more to help in employee problem solving. It is also intimated that the union excluded, as the campus managers, share responsibility in this matter. Since they are the recognized organizational leaders, they must respect and educate the recognized group leaders in order to improve organizational climate.

Unionization has not changed any employee's perception about who the "real" bosses are on campus; rather, it appears that unionization, like exclusion, has only formally designated who they are. In so doing, it may actually have reinforced organizational leadership's position. Therefore, it is even more understandable that many respondents indicate campus managers (the union excluded) have to do more to facilitate open and fruitful discussion of union

problems. A more collaborative approach by campus managers can be a link not only for improving organizational effectiveness, but also collegiality.

The Modifications in Intergroup Communication, Cooperation, and Productivity.

Communication. While exclusion and unionization tend to formalize work roles and responsibilities and establish official communication channels through the grievance and governance procedures, they have done little to promote intergroup communication.

Communication difficulties seem to be underscored by the lack of knowledge some employees in all work groups, including union excluded, have about the functioning of other groups (Table 4). As previously discussed, unionization and exclusion have promoted group identification and participation, somewhat at the expense of organizational effectiveness. With a lack of organizational commitment and a strong group solidarity reinforced by the contracts, the atmosphere created encourages groups to remain isolated rather than to interact informally with each other. This perhaps explains why all groups do not seem to understand each other's functions, yet seem knowledgeable about their own function and contract.

This is particularly true of the faculty. As a group they indicate the clearest understanding of their contract. In contrast, as a group, the faculty used the undecided category most often,

especially for statements in the opinionnaire that focus on college matters in which they are not directly involved.

Table 4

Summary Index[a] of Responses to Statements on Communication

Statement	Nonprof.	Admin.	Fac.	Union Exc.	Total Resp.Pop.
B17 Supr. promote discuss.*	38	50	37	57	41
B20 Superior for help	72	76	56	78	65
B30 Communication top down	50	25	28	23	33
B59 Grps. understand others	30	33	33	38	33
B60 Supr. not helpful	27	13	16	8	18

[a]Index = % Strongly Agree plus % Agree

*Key words from opinionnaire statements

This notwithstanding, of all the work groups, the nonprofessionals are the most disconnected from campus communications. This condition may have been exascerbated because nonprofessionals are not formally involved in campus governance or allied activities, and thus do not have the same access to information as do other groups. A significant percentage of the nonprofessionals, in contrast to the other work groups, believe that communication only comes from the top down. More often than other groups, they indicate that they do their

job without worrying about others. Similarly, they are the group least likely to volunteer assessments on student behavior.

In contrast to both the faculty and nonprofessional work groups, the administrators do not seem to fit the above patterns. They have a broader understanding of their place in the total college community. Their communication profile indicates that there is strong and frequent interaction between themselves and the union excluded, especially managerial personnel. Due to this apparent free-flowing exchange of ideas, they are able to answer most questions dealing with college operations. They seem to identify more with the organization than they do as a work group. This may be related to the weakness of their union affiliation.

It is particularly interesting that the administrators align themselves with the union excluded in feeling that supervisors are easy to talk with about job-related problems. This could be because they are the generic work group from which most excluded personnel have come, and although formal group membership has changed, informal relationships continue and seem to facilitate open communication. Additionally, many of the administrators are also supervisors; therefore, they may perceive themselves easy to talk with, while perhaps some of those they supervise have another impression.

In like manner, the union excluded seem to feel they are easy to talk with, but they also may not act as such. Their designation

as campus managers may have altered the way they communicate with other groups. Unionization has introduced labor/management interaction to campuses, and that relation is almost universally portrayed as an adversary one.

Perhaps this explains why faculty do not feel that supervisors encourage workers to discuss job issues. Many faculty respondents have difficulty relating to the term supervisors. That term is alien to the traditional concept of faculty peer group membership and the collegial relationships pertaining thereto. It is important to note that the faculty is the only group that has not experienced exclusion, and therefore their communication patterns, both formal and informal, have not been directly affected. Many faculty continue to believe in the traditional concept of faculty dominance in academic organizations even though unionization and exclusion have clearly delineated a union-management schema which includes supervisory responsibilities. If their understanding of the contract, as indicated by their responses, is really clear, then their problem with the statements about interaction with supervisors may not be so much a semantic one as a professional one.

For the nonprofessionals, communicating with supervisors is a real problem, and unlike the faculty, it has nothing to do with a misunderstanding of the term. There is no question that supervisors are bosses, and the nonprofessionals know it. However, not so long

ago, the supervisors were their peers. The process of exclusion has really disrupted their work group membership by separating certain members and officially designating them as supervisors or confidential employees. Without proper communication at the time about why this was done, the nonprofessionals still bitterly resent, what seems to them, an arbitrary process. It seems not so much jealousy because of one person's advancement, as it is jealousy because of a "why him, not me" attitude.

The discontinuity of free-flowing communication patterns among groups will continue to plague the Massachusetts State College System until the leaders--group, campus, and System--recognize and mutually work to improve this situation. Without dynamic interaction on all levels, unproductive patterns described above will continue to solidify and inhibit development and change.

Cooperation. Since certain employees have been segregated by exclusion and others organized into formal work groups by unionization, the traditional collegiality associated with academic organizations has been threatened. Cooperation has been challenged by competition and usurped by personal concerns (Table 5). Even now, cooperation appears to be inconsistent and random and personal concerns still at the fore, but leadership does not seem to be providing the needed momentum to rebalance intergroup harmony.

Table 5

Summary Index[a] of Responses to Statements on Cooperation

Statement	Nonprof.	Admin.	Fac.	Union Exc.	Total Resp.Pop.
B16 Can support leadership*	32	59	39	74	43
B19 Motivated own concerns	67	56	65	64	64
B29 Avoid discuss college	38	28	18	26	25
B34 Important due college	38	38	36	50	38
B45 Read newspaper	69	77	76	80	74
B54 Student participation	45	62	58	76	57
B64 Don't worry about oths.	72	52	58	45	59

[a]Index = % Strongly Agree plus % Agree

*Key words from opinionnaire statements

Attitudes about cooperation are associated with feelings about leadership. Faculty and nonprofessional work groups are less willing to support college leadership as compared to the union excluded and administrators. This is certainly understandable when one realizes that the union excluded are leaders/managers, and the administrators, as management's cadre, strongly identify with the excluded. The faculty leadership role is oftentimes relegated to group and union activities, and is perceived by them as having no effect on organizational

problems. The nonprofessionals do not know enough about organizational management to attempt leadership and are too alienated to be worried about anything but doing a good job.

For the nonprofessional, this alienation caused by a lack of participation in cooperative organizational endeavors spreads out into the public arena. In social settings, they shy away from discussing the college. However, like all other work groups, their desire for organizational affiliation is strong. When their college is written about in the newspaper, they read every word. Their unwillingness to discuss the college may again reflect the lack of understanding about the environment within which they work.

The faculty, on the other hand, are more than willing to discuss the college in social settings. Perhaps it is because they no longer perceive themselves as part of the college leadership cooperative and still have mixed feelings about this. Furthermore, peer interaction in social settings may be more frequent for faculty than for members of other campus work groups. Taking these two points into consideration, it would be logical for the faculty to discuss the college which is the prime focus of their professional lives. It is also important to note that unlike the union excluded and administrators, they have less to lose when discussing campus events. For the union excluded and the administrators, no discussion of college events in a social setting precludes accountability. Therefore,

this may explain why both groups seem to avoid such social discussions.

The paradox of strong organizational commitment and a weak cooperative spirit will continue to impair organizational effectiveness. Leadership must begin to channel underlying organizational commitment into meaningful cooperative action, or else existing fractures in intergroup relations will continue to magnify group differences.

Productivity. As an aftermath of unionization, working conditions have been formalized, and employees have gained some of the job security they have been seeking. Additionally, exclusion has provided the first formal designation and separation of management. These conditions should have contributed to facilitating organizational productivity and effectiveness. In effect though, most respondents report that productivity has not significantly changed (Table 6).

Organizationally, there is a relationship between productivity and morale. Although employees give the impression of being highly motivated and strongly committed when responding to statements about meeting student needs, there appear to be undercurrents of poor morale, habitual intergroup conflict, and employee discontent.

Morale problems appear to be most obvious in the nonprofessional group. Given the earlier analyses about the status of this work group, this condition is understandable. As long as they continue

to feel alienated from the mainstream of campus activity, it will be difficult to heighten their group productivity.

Table 6

Summary Index[a] of Responses to Statements on Productivity

Statement	Nonprof.	Admin.	Fac.	Union Exc.	Total Resp.Pop.
B18 Morale is low*	52	33	49	26	45
B22 Morale high others	15	20	10	21	14
B28 Students suffer	87	92	97	83	92
B31 Conflict between grps.	59	66	57	54	59
B41 Meeting student needs	87	94	99	85	94
B43 Job satisfaction	82	87	74	88	79
B46 Cooperation in tasks	34	48	41	56	42
B57 Most not committed	44	27	21	29	29
B58 People work together	41	64	58	66	55
B65 Like students	88	97	99	89	95

[a]Index = % Strongly Agree plus % Agree

*Key words from opinionnaire statements

If this were the only group to express discontent, the remedial action necessary would not be too complex. The faculty, however, also share this discontent. Some faculty respondents seem

to exhibit noticeably low morale. Although highly committed to meeting student needs, some voice dissatisfaction and many remain undecided about the climate surrounding their working conditions, and the way tasks are arranged.

The administrators, as a group, primarily focus on the importance of their role in meeting student needs. They seem to experience enough satisfaction from fulfilling this role to offset any major morale problems. This may also be explained by the fact that, as reported earlier, the administrators retain strong identity with the excluded managers. Therefore, they may perceive themselves as being more involved with the circle of college leadership. They appear to feel that their skills are being effectively utilized. Perhaps overall productivity could be improved, if the skills of employees in other unionized campus work groups were handled in a like manner. Morale can certainly be improved if employees and work groups better understand the relationship between their tasks and organizational goals.

Interestingly, some union-excluded personnel indicate their awareness of these problems. They recognize that morale in other work groups is low. So far, this recognition does not appear to have resulted in any changes. If productivity is to improve, it seems apparent that leadership, both group and college, needs to better arrange and explain tasks, identify more clearly group and

organizational goals, relate work tasks to objectives, and facilitate problem-solving activities.

Conclusions

1. Employees in the Massachusetts State College System do not understand the principle of union exclusion or its implications. This lack of understanding has a negative impact on intergroup work behavior.

2. Intervention activities are needed to develop appropriate personnel policies for the union excluded and to provide meaningful information to all employees regarding exclusion. Without such a program, the work climate in the Massachusetts State College System will continue to suffer the negative effects of union exclusion.

The Limitations of the Study

Caution is advised regarding the post hoc fallacy, which is an important limitation in ex post facto or causal-comparative research. The relationship between variables does not necessarily mean a direct cause and effect combination. Furthermore, other restrictions in methodology as they pertain to this study are as follows: (a) The independent variable or treatment of exclusion could not be controlled or manipulated by the researcher. (b) The study population could not be randomly clustered in experimental

or control groups. (c) The anonymity of the respondents precluded more specific or personalized follow-up procedures for nonrespondents. (d) Finally, the results have generally been determined by multiple causes (Best, 1977, pp. 145-152).

Additionally, some of the attitudes assessed in the opinionnaire sections (Parts B and C) of the survey instrument may have been influenced by unneutralized extraneous conditions such as: (a) the solvency of college budgets; (b) the uncertain future of the State Colleges in Massachusetts (reorganization); and (c) the time that has passed since union exclusion was implemented.

The Implications of the Study

A consistent theme throughout the results of this study is that campus work groups in the Massachusetts State College System are less effective than they could be and should be. Organizational effectiveness is not determined by how individual employees perform, but rather, by how well personnel function in a productive work group (Likert, 1961). Although college work groups appear highly motivated toward meeting the needs of students - an important criterion in an academic organization - there seem to be several conditions inhibiting organizational effectiveness. These factors are as follows:

1. Union exclusion has formed a new campus work group. The roles and functions of employees so designated need to be more

clearly defined and explained. Also, the status of union-excluded employees warrants re-examination, and their job-related needs would benefit from reassessment. When these steps are completed, this information needs to be shared with all employees. The lack of understanding and misinformation about the meaning and scope of union exclusion has to be resolved.

Further, the relationships between individuals and groups are important within an organization (Argyris, 1976; Owens, 1970; Etzioni, 1964). In order for management to be effective, they have to balance the variant and mutual needs of the individual, group, and organization. The more unequal these forces or needs are, the less effective the organization will be.

Lastly, intergroup conflict, dissonance, and poor productivity result when management fails to recognize the contributions and significance of all groups, does not foster group interaction, and overemphasizes competitive group situations (Nielson, 1972; Spray, 1976; Weick, 1969). The union-excluded are not competitors of other employees. Rather, they are the integrators (Hall and Leidecker, 1974), and they need some help in order to perform this role successfully. The burden of this responsibility belongs to the central office and the Board of Trustees of the Massachusetts State College System.

2. Although unionization has generated divergent and

uncertain feelings regarding its presence in the Massachusetts State College System, its offspring, a division of labor, can assist in improving organizational effectiveness. This can be accomplished if groups are helped to become more cooperative and productive. Unionized campus work group roles and functions are defined by the negotiated contracts, but this information has not been adequately disseminated or explained. Organizational performance tends to improve the more work groups know about themselves, and the better they understand other work group functions (Hare, 1975; Galbraith, 1977).

Additionally, group relationships, dealing with such matters as work-flow arrangements and the completion of organizational tasks, are also germane to institutional effectiveness (Hall and Leidecker, 1974; Rippey, 1973; Sibson, 1976). A clearer and better understanding of the working environment and related conditions will help improve employee satisfaction, work group performance, and intergroup relations. The contracts can be a means to these ends. System, college, and union leaders all share a mutual responsibility to facilitate intergroup cooperation, and they themselves need to collaborate on this matter.

3. Open and frequent communication is important in reducing intergroup conflict and prompting cooperation rather than competition (Schein, 1970). Also, attitudes associated with the performance of

leadership are related to the perceptions employees have about the openness of communication (Evan, 1976; Baldridge, 1971). The sharing of information through uninhibited communication networks does not reduce authority nor usurp decision making. Rather, it strengthens participation and cohesiveness by developing trust and fostering a commerce of ideas in and among groups regarding institutional tasks (Blake and Mouton, 1964). The study results imply that communication patterns on campuses in the Massachusetts State College System are haphazard. Steps need to be taken to improve this situation especially for nonprofessional employees, who perceive communication as being a one-way process coming from the top down. College and system leaders must commit themselves to a sustained effort to facilitate and encourage ongoing two-way communications within colleges and the system.

Areas for Further Research

This study provides some insights into how work groups feel and behave in the Massachusetts State College System. However, much remains to be done in order to better understand the internal and external dynamics of campus and system functioning. Some of the possible areas for further research as indicated by the study are as follows:

1. A complete needs assessment regarding union-excluded

personnel should be undertaken as soon as possible. This activity requires the full commitment and cooperation of the Board of Trustees, central office staff, and presidents. Additionally, existing personnel policies should be reviewed and reassessed in relationship to union exclusion. Finally, a new comprehensive personnel program should be developed for union-excluded personnel.

2. An analysis of leadership skills and their relationship to group and organizational performance needs to be initiated as soon as possible. This process can help isolate those leadership skills and characteristics that are successful in the Massachusetts State College System and other similar agencies. Once this has begun, staff development programs can be planned and implemented in order to develop more effective leadership skills in appropriate union, campus, and system personnel. These activities should be planned and conducted with the assistance of qualified consultants from outside the system.

3. The nonprofessional employee is an important part of the Massachusetts State College System. This fact needs to be more clearly understood by campus and system leaders. Therefore, these leaders should be periodically briefed on the role and status of nonprofessional employees. Additionally, the participation and integration of nonprofessional employees within the college organization needs further study and elaboration. Finally, there needs to

be an assessment of supervisory skills associated with the management of nonprofessional personnel. After the identification of appropriate supervisory skills, staff training alternatives should be developed, planned, and executed.

4. Within all human organizations, communication is the nexus to success. Therefore, the Massachusetts State College System needs to analyze the flow, pattern, and quality of communication (both formal and informal) within college organizations and throughout the system. In this analysis, particular attention should be given to the relationship between communication and work group, college, and system effectiveness. All campus groups (students, faculty, administrators, nonprofessionals, and union-excluded personnel), as well as Trustees and central office staff, should be included within the scope of any studies. The dissemination of information and its relationship to the adoption of innovation and change in the system should also be investigated.

5. The Massachusetts State College System needs to establish an ongoing system-wide research and development program focusing on organizational and system analysis. Such a program can help immeasurably in pointing out both areas of concern and success. Moreover, this program can assist tremendously in the formulation of sound new policies and can also provide the qualitative and quantitative information necessary in the reassessment of existing policies and practices.

6. Although a universal survey instrument was used to simplify the data gathering process during the present study, it did have some drawbacks that are worth considering when contemplating similar research endeavors. For example, it may be more appropriate in some studies to develop separate surveys for different subject groups on college campuses. When investigating such issues as supervision, communication, and productivity, semantics and its relationship to personnel status can be an important consideration. Also, the not applicable and undecided response modes for some questions in the opinionnaire section of the instrument should have been deleted. This approach may have increased the number of attitudinal responses to certain consequential statements.

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Appendix A

November 16, 1979

President
Salem State College
352 Lafayette Street
Salem, Massachusetts 01970

Dear Mr. President:

I am writing for the purpose of seeking your cooperation in my endeavor to gather information pertinent to research associated with my doctroal dissertation. My doctoral research project is a causal-comparative study focusing on the effects of union exclusion on intergroup work behavior in the Massachusetts State College System.

I am planning to survey full-time employees at all of the colleges within the System. The survey instrument is a questionnaire that can be distributed and returned through your college's mailroom. I have already had some preliminary discussion with a member of your staff, and he has indicated this can be accomplished on your campus with little or no disruption to everyday routine.

Chancellor Hammond is aware of this study, and he is very supportive of its scope and purpose. Additionally, the three unions (MTA, NAGE, & AFSCME) are being briefed about the survey in order to avoid any unfounded anxieties. Respondents' anonymity is guaranteed.

I would like to distribute the questionnaire twice on your campus during the first two weeks of December. A member of your staff has indicated a willingness to assist me in this regard. I hope this project has your support.

If you have any questions or reactions to the aforementioned, please contact me.

Thank you for your cooperation.

Regards,

Anthony F. Ceddia
Executive Vice-President

Appendix B

November 19, 1979

Dear Personnel Officer:

I indicated during our recent telephone conversation that I would follow-up in writing regarding further details of my doctoral research project. I plan to survey all full-time personnel on your campus, and as we agreed, this can be accomplished by using the on-campus mail system. The survey is being printed and I would like it to be distributed on your campus during the beginning of the first week in December.

Because I am surveying all full-time personnel and the respondents are guaranteed anonymity, it will be necessary to mail the questionnaire twice to all employees with a short time interval between each distribution. This technique should help increase the response percentage. The questionnaire will be enclosed in a 6½ by 9½ manila envelope that will be pre-addressed with the employee's name and department. A return 6½ by 9½ manila envelope marked Doctoral Study and pre-addressed for return to your college mailroom will also be included.

I already have a listing of your college's faculty and administration; however, I need the names and appropriate designation for mailing purposes of all of your nonprofessional staff. Please forward this as soon as possible. If you have already mailed it, another roster is not necessary. Two sets of computerized on-campus mailing labels for your entire staff would do nicely, if they are available.

I know these are busy times, and I deeply appreciate your help. I have communicated with your President and indicated that you would be assisting me. A copy of that letter is enclosed. Please take a few minutes to complete the enclosed form and return it to me as soon as possible. It will facilitate the planning of the survey distribution and collection.

Regards,

Anthony F. Ceddia
Executive Vice-President

Appendix C

106 Wells Avenue
North Adams, MA 01247
November 26, 1979

Dear Colleague:

I am an administrator at North Adams State College on educational leave completing my doctoral program at the University of Massachusetts. I need your help!

I am endeavoring to gather information for a research project associated with my doctoral studies. The purpose of this study is to better understand the needs of campus personnel.

All you need do to contribute is complete the enclosed survey. Please take twenty minutes now and participate.

Thank you for your assistance.

Sincerely,

Anthony F. Ceddia
Executive Vice-President
North Adams State College

AFC/mct

P.S. Please follow the instructions at the beginning of the survey carefully and return your response as soon as possible.

Appendix D

PERSONNEL SURVEY

This questionnaire has been prepared so that you can indicate how you feel about various work behaviors on a college campus. Your responses will assist in a study being conducted as part of a doctoral research project. The purpose of this study is to better understand the needs of campus personnel. Your opinions are important.

You may be assured that your identity is not a factor in this study. Therefore, you are being asked to complete the questionnaire without giving your name.

For your information, it should take about twenty minutes to complete the questionnaire. Please return the questionnaire within one week to your college mailroom in the pre-addressed envelope provided. Thank you for your cooperation.

PART A: GENERAL INFORMATION: Please check the appropriate response or fill in the necessary information.

1. What is your sex?

____a. Female
____b. Male

2. What is your age?

____ Age

3. What is your formal educational background?

____a. High School diploma or equivalent
____b. Associate Degree
____c. Bachelor's Degree
____d. Master's Degree
____e. Certificate of Advanced Graduate Study
____f. Doctor's Degree (e.g., Ph.D., Ed.D., M.D., J.D.)
____g. Other, please specify:_____

4. Please indicate your college affiliation:

____a. Boston State College
____b. Bridgewater State College
____c. Fitchburg State College
____d. Framingham State College
____e. North Adams State College
____f. Salem State College
____g. Westfield State College
____h. Worcester State College
____i. Massachusetts College of Art
____j. Massachusetts Maritime Academy

5. Please indicate your present college work group category:

____a. Classified Nonprofessional Employee
____b. Administration
____c. Faculty
____d. Union excluded

If "d" is checked, also check one of the following:

____1. Managerial/Administration
____2. Confidential/Clerk
____3. Supervisor/Maintenance, Security, or Technical

6. Are you a member of a union?

____a. Yes
____b. No
____c. Excluded by job category

7. Including this year, how many years experience do you have working at this college?

____ Number of years at this college.

8. How many years of experience do you have working at other colleges?

____ Number of years at other colleges.

9. Including this year, how many years of experience do you have working in a college where employees are represented by unions?

____ Total years working at the college level where employees are represented by a union.

10. Please indicate the number of years you have been employed in your present position.

____ Number of years in present position.

11. Prior to your appointment to your present position, how many years of experience did you have in a similar job?

____ Number of years of experience in a similar job.

12. In your present position, do you supervise employees with similar jobs?

____a. Yes
____b. No

13. How many years of experience do you have working in organizations other than a college where employees are represented by unions?

____ Number of years of experience in other organizations with unions.

14. How many years have you worked in the Massachusetts State College System?

____ Number of years in the Massachusetts State College System.

15. Please indicate the range of your annual salary:

____a. $ 6,000 - $11,999
____b. $12,000 - $17,999
____c. $18,000 - $23,999
____d. $24,000 - $29,999
____e. $30,000 - and above

PART B: CAMPUS WORK GROUP BEHAVIOR: Listed below are a number of statements concerning campus work group behavior. Please circle the choice that best describes how you feel about the situation.

SA = Strongly Agree
A = Agree
U = Undecided

D = Disagree
SD = Strongly Disagree
NA = Not applicable. The question is not related to your job responsibilities or employee classification.

16.	Whenever college leadership is discussed, I can really support ours.	SA	A	U	D	SD	NA
17.	On this campus supervisors encourage workers to discuss job issues.	SA	A	U	D	SD	NA
18.	Within my work group morale is low.	SA	A	U	D	SD	NA
19.	Most people on this campus are motivated by personal concerns.	SA	A	U	D	SD	NA
20.	If I have a problem, I go directly to my superior for help.	SA	A	U	D	SD	NA
21.	People on this campus act important because they belong to a union.	SA	A	U	D	SD	NA
22.	In my opinion morale in college work groups other than mine is high.	SA	A	U	D	SD	NA
23.	People who are excluded from joining a union are treated in special ways.	SA	A	U	D	SD	NA
24.	I know some people who were excluded from the union that have less responsibility than others who had to join.	SA	A	U	D	SD	NA
25.	After unionization people concentrated only on doing their part in campus tasks.	SA	A	U	D	SD	NA
26.	Now that unionization is in, students know who the "real" bosses are.	SA	A	U	D	SD	NA
27.	The various employee contracts at this college were thoroughly explained to members of my work group.	SA	A	U	D	SD	NA
28.	If I don't do my job well, students will suffer.	SA	A	U	D	SD	NA

29.	In a social gathering I shy away from discussing the college.	SA	A	U	D	SD	NA
30.	Communications on this campus only go from the top down.	SA	A	U	D	SD	NA
31.	At this college conflict often exists between various campus groups.	SA	A	U	D	SD	NA
32.	Whenever I have a problem, I find someone actively involved in the union to help me out.	SA	A	U	D	SD	NA
33.	I understand my contract.	SA	A	U	D	SD	NA
34.	People on this campus feel important because they are members of this college community.	SA	A	U	D	SD	NA
35.	Certain people on this campus are excluded from union membership because of their jobs.	SA	A	U	D	SD	NA
36.	People who were excluded from joining a union look down on union workers.	SA	A	U	D	SD	NA
37.	Prior to collective bargaining, getting the job done was more important than who did it.	SA	A	U	D	SD	NA
38.	I understand the reasons why some people on this campus are excluded from joining a union.	SA	A	U	D	SD	NA
39.	Students understand campus union behavior.	SA	A	U	D	SD	NA
40.	I feel that people with certain types of job responsibilities should be excluded from a union.	SA	A	U	D	SD	NA
41.	My job is important in meeting student needs.	SA	A	U	D	SD	NA

42.	Unionization has helped various employee groups better understand themselves.	SA	A	U	D	SD	NA
43.	When we finish a job, my colleagues and I feel satisfied.	SA	A	U	D	SD	NA
44.	At this college personnel excluded from joining a union are accepted by union employees.	SA	A	U	D	SD	NA
45.	When this campus is written up in the newspaper, I read every word.	SA	A	U	D	SD	NA
46.	Tasks are arranged on this campus so that various groups can work together for a common purpose.	SA	A	U	D	SD	NA
47.	Our union leaders are there to help us solve any problem that comes up.	SA	A	U	D	SD	NA
48.	This campus has no union-excluded employees.	SA	A	U	D	SD	NA
49.	When people were excluded from the union, they were really set apart from the rest of the college community.	SA	A	U	D	SD	NA
50.	At this college it is easy to discuss union problems with the administration.	SA	A	U	D	SD	NA
51.	The level of performance of work groups on this campus has improved since collective bargaining.	SA	A	U	D	SD	NA
52.	Unionization has not affected services to students.	SA	A	U	D	SD	NA
53.	Because of their responsibilities, excluded employees feel they should not belong to a union.	SA	A	U	D	SD	NA

54.	College leaders encourage student participation in problem solving.	SA	A	U	D	SD	NA
55.	Unionization has improved my status as an employee.	SA	A	U	D	SD	NA
56.	Excluded employees feel they are treated fairly by management.	SA	A	U	D	SD	NA
57.	Most work groups on this campus are going through the motions and are not really committed to their responsibilities.	SA	A	U	D	SD	NA
58.	On this campus people from various groups work together to solve problems.	SA	A	U	D	SD	NA
59.	The various work groups on this campus understand each other's functions.	SA	A	U	D	SD	NA
60.	My superior would not know how to help me if I had a typical worker's problem.	SA	A	U	D	SD	NA
61.	People on this campus act important because they are excluded from joining a union.	SA	A	U	D	SD	NA
62.	When unionization came in, everyone found out who the "real" bosses are.	SA	A	U	D	SD	NA
63.	I understand why certain people on this campus are excluded from any union.	SA	A	U	D	SD	NA
64.	I do my job on this campus without worrying about other workers.	SA	A	U	D	SD	NA
65.	I like working with students.	SA	A	U	D	SD	NA

PART C: OPEN-ENDED RESPONSES: Please respond to the following:

1. In your opinion, what effect has excluding some college employees from the union(s) had on your working conditions?

2. How has creating a new group of union-excluded employees (people who can not join a union) changed the following:

   a) College leadership?

   b) Job performance?

   c) Employee relations?

Appendix E

106 Wells Avenue
North Adams, MA 01247
December 5, 1979

Re: Doctoral Survey Follow-Up

Dear Colleague:

About ten days ago you were asked to participate in a doctoral study by completing a survey. At this time I want to thank you very much for your help. Although anonymous, your response will contribute to the success of the study.

If you have not yet completed the survey, there is still time to participate. Please take twenty minutes now and respond. I have enclosed a second questionnaire for your convenience.

Thank you for your assistance.

Sincerely,

Anthony F. Ceddia
Executive Vice-President
North Adams State College

Appendix F

Table 7

Summary of College Work Group Responses for Statement B23

B23. People who are excluded from joining a union are treated in special ways.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	8.0	15.7	18.5	36.2	13.1	8.5	351
Administrators	4.1	25.0	24.5	36.2	5.6	4.6	196
Faculty	2.7	11.5	33.8	27.5	8.5	16.0	626
Union Excluded	2.5	12.4	5.8	52.9	25.6	0.8	121
N	56	191	332	434	141	140	1294

M	Analysis of Variance				F	F Probability
	Group[a]	4	1	3	2	12.7	0.0000
3.8750	4					
3.3364	1	*				
3.3269	3	*				
3.1497	2	*				

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows: 1 nonprofessional, 2 administrators, 3 faculty, and 4 union excluded

Table 8

Summary of College Work Group Responses for Statement B24

B24. I know some people who were excluded from the union that have less responsibility than others who had to join.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	9.4	19.1	16.5	27.6	11.4	16.0	351
Administrators	7.1	18.3	26.4	26.9	7.1	14.2	197
Faculty	1.6	6.3	31.6	21.6	6.9	32.0	621
Union Excluded	3.3	20.5	11.5	36.8	21.3	6.6	122
N	61	167	320	329	123	291	1291

M	Analysis of Variance				F	F Probability
	Group[a]	4	3	1	2	7.0	0.0001
3.5614	4						
3.3815	3						
3.1492	1	*	*				
3.1006	2	*	*				

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows: 1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 9

Summary of College Work Group Responses for Statement B35

B35. Certain people on this campus are excluded from union membership because of their jobs.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	13.9	51.8	11.4	9.9	4.5	8.5	352
Administrators	24.6	56.8	10.1	4.5	1.0	3.0	199
Faculty	7.1	30.8	28.2	10.8	5.8	17.3	620
Union Excluded	29.6	64.8	1.6	1.6	0.8	1.6	122
N	178	565	237	113	55	145	1293

M	Analysis of Variance				F	F Probability
	Group[a]	4	2	1	3	50.1	0.0000
1.7750	4					
1.9741	2					
2.3385	1	*	*			
2.7271	3	*	*	*		

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows: 1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 10

Summary of College Work Group Responses for Statement B36

B36. People who are excluded from joining a union look down on union workers.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	6.3	14.8	18.8	38.8	12.2	9.1	352
Administrators	3.1	9.2	20.5	46.6	14.4	6.2	195
Faculty	1.1	6.0	34.6	28.0	10.3	20.0	615
Union Excluded	1.6	3.3	5.7	46.8	42.6	0.0	122
N	37	111	326	457	186	167	1284

M	Analysis of Variance				F	F Probability
	Group[a]	4	2	3	1	25.4	0.0000
4.2541	4					
3.6393	2	*				
3.5020	3	*				
3.3969	1	*				

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows: 1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 11

Summary of College Work Group Responses for Statement B38

B38. I understand the reasons why some people on this campus are excluded from joining a union.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	9.2	39.9	15.8	19.0	6.3	9.8	348
Administrators	16.2	49.2	9.1	16.2	5.1	4.2	197
Faculty	4.8	28.9	24.3	14.4	4.8	22.8	619
Union Excluded	27.0	58.2	3.3	5.7	4.9	0.9	122
N	127	486	227	194	68	184	1286

M	Analysis of Variance				F	F Probability
	Group[a]	4	2	1	3	20.6	0.0000
2.0248	4					
2.4233	2	*				
2.7038	1	*	*			
2.8117	3	*	*			

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numberas as follows: 1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 12

Summary of College Work Group Responses for Statement B40

B40. I feel that people with certain types of job responsibilities should be excluded from a union.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	12.7	36.0	11.5	21.3	12.2	6.3	347
Administrators	17.9	44.9	14.8	15.8	5.1	1.5	196
Faculty	10.2	31.9	23.2	18.8	10.2	5.6	626
Union Excluded	39.7	45.5	3.3	7.4	3.3	0.8	121
N	191	468	218	232	120	61	1290

M	Analysis of Variance				F	F Probability
	Group[a]	4	2	1	3	27.0	0.0000
1.8833	4					
2.4456	2	*				
2.8308	1	*	*			
2.8613	3	*	*			

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows: 1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 13

Summary of College Work Group Responses for Statement B44

B44. At this college personnel excluded from joining a union are accepted by union employees.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	10.3	53.2	14.1	11.2	3.4	7.8	348
Administrators	13.2	56.9	21.3	5.1	0.0	3.5	197
Faculty	6.9	39.9	28.3	4.5	1.9	18.5	622
Union Excluded	9.0	63.9	10.7	11.5	4.1	0.8	122
N	116	623	280	91	29	150	1289

M	Analysis of Variance				F	F Probability
	Group[a]	2	4	1	3	4.0	0.0072
2.1895	2						
2.3719	4						
2.3956	1						
2.4438	3	*					

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows: 1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 14

Summary of College Work Group Responses for Statement B48

B48. This campus has no union-excluded employees.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	2.0	7.9	14.0	46.9	21.9	7.3	343
Administrators	3.6	2.5	9.1	46.7	33.5	4.6	197
Faculty	4.8	10.1	35.5	23.8	12.4	13.4	606
Union Excluded	0.8	7.4	1.7	40.5	45.5	4.1	121
N	44	102	283	446	271	121	1267

M	Analysis of Variance				F	F Probability
	Group[a]	4	2	1	3	49.6	0.0000
4.2759	4					
4.0904	2					
3.8491	1	*				
3.3340	3	*	*	*		

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows:
1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 15

Summary of College Work Group Responses for Statement B49

B49. When people were excluded from the union, they were really set apart from the rest of the college community.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	3.3	12.8	15.1	46.9	12.8	9.1	337
Administrators	3.1	15.8	21.4	41.8	12.8	5.1	196
Faculty	2.1	7.6	33.8	27.2	6.9	22.4	606
Union Excluded	2.5	18.0	6.6	48.4	23.8	0.7	122
N	33	142	306	464	139	177	1261

M	Analysis of Variance				F	F Probability
	Group[a]	4	1	2	3	5.7	0.0007
3.7355	4						
3.5850	1						
3.4786	2						
3.3758	3	*	*				

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows: 1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 16

Summary of College Work Group Responses for Statement B53

B53. Because of their responsibilities excluded employees feel they should not belong to a union.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	5.0	28.4	32.8	15.5	2.4	15.9	341
Administrators	4.6	24.1	46.2	13.8	4.6	6.7	195
Faculty	1.8	11.0	52.5	5.6	1.5	27.6	602
Union Excluded	10.7	47.5	18.0	14.8	7.4	1.6	122
N	50	268	540	132	35	235	1260

M	Analysis of Variance				F	F Probability
	Group[a]	4	1	2	3	5.2	0.0013
2.6000	4						
2.7840	1						
2.8901	2	*					
2.9174	3	*					

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows: 1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 17

Summary of College Work Group Responses for Statement B56

B56. Excluded employees feel they are treated fairly by management

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	4.1	30.2	33.4	7.7	2.7	21.9	338
Administrators	6.2	27.3	44.3	6.7	2.6	12.9	194
Faculty	1.7	6.5	54.2	4.8	2.3	30.5	601
Union Excluded	13.1	44.3	20.5	10.7	8.2	3.2	122
N	52	248	550	81	38	286	1255

M	Analysis of Variance				F	F Probability
	Group[a]	4	1	2	3	15.4	0.0000
2.5508	4						
2.6742	1						
2.6805	2						
2.9952	3	*	*	*			

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows:
1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 18

Summary of College Work Group Responses for Statement B61

B61. People on this campus act important because they are excluded from joining a union.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	6.1	7.6	23.0	40.5	9.9	12.9	343
Administrators	0.5	3.1	21.8	49.2	17.6	7.8	193
Faculty	0.5	2.1	34.2	27.1	10.2	25.9	606
Union Excluded	1.6	3.3	5.7	52.5	34.4	2.5	122
N	27	49	335	462	172	219	1264

M	Analysis of Variance				F	F Probability
	Group[a]	1	3	2	4	23.3	0.0000
3.4649	1						
3.5991	3						
3.8708	2	*	*				
4.1765	4	*	*	*			

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows: 1 nonprofessionals, 2 administrators, 3 faculty,and 4 union excluded

Table 19

Summary of College Work Group Responses for Statement B63

B63. I understand why certain people on this campus are excluded from any union.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	4.7	44.3	19.8	17.2	4.4	9.6	343
Administrators	10.3	55.2	14.9	9.8	6.2	3.6	194
Faculty	3.8	27.4	28.4	13.2	2.8	24.4	606
Union Excluded	21.3	60.7	4.9	2.5	7.4	3.2	122
N	85	499	275	161	53	192	1265

M	Analysis of Variance				F	F Probability
	Group[a]	4	2	1	3	17.8	0.0000
2.1102	4					
2.4438	2	*				
2.6935	1	*				
2.7860	3	*	*			

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows: 1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 20

Summary of College Work Group Responses for Statement B21

B21. People on this campus act important because they belong to a union.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	6.2	7.9	10.5	46.3	25.4	3.7	354
Administrators	5.1	6.6	14.7	38.6	31.0	4.0	197
Faculty	3.5	7.1	15.0	39.1	32.1	3.2	632
Union Excluded	5.9	12.6	13.4	47.1	18.5	2.5	119
N	61	101	177	543	376	44	1302

M	Analysis of Variance				F	F Probability
	Group[a]	3	2	1	4	3.0	0.0275
3.9216	3					
3.8730	2					
3.7977	1					
3.6121	4	*				

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows: 1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 21

Summary of College Work Group Responses for Statement B25

B25. After unionization people concentrated only on doing their part in campus tasks.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	9.0	31.0	16.8	26.1	10.7	6.4	345
Administrators	7.7	20.9	23.0	34.7	7.7	6.0	196
Faculty	4.5	20.2	23.4	32.0	14.7	5.2	625
Union Excluded	9.8	33.6	13.1	32.8	4.9	5.8	122
N	86	315	265	398	150	74	1288

M	Analysis of Variance				F	F Probability
	Group[a]	3	2	1	4	9.6	0.0000
3.3412	3					
3.1467	2					
2.9845	1	*				
2.8870	4	*				

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows: 1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 22

Summary of College Work Group Responses for Statement B26

B26. Now that unionization is in, students know who the "real" bosses are.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	4.0	8.6	15.8	39.1	22.4	10.1	348
Administrators	2.0	6.6	20.8	41.6	24.4	4.6	197
Faculty	0.6	4.0	21.9	38.6	26.6	8.3	627
Union Excluded	1.7	6.7	12.5	45.8	22.5	10.8	120
N	24	76	248	515	320	109	1292

M	Analysis of Variance				F	F Probability
	Group[a]	3	4	2	1	3.0	0.0276
3.9443	3					
3.9065	4					
3.8351	2					
3.7476	1	*				

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows: 1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 23

Summary of College Work Group Responses for Statement B27

B27. The various employee contracts at this college were thoroughly explained to members of my work group.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	3.2	21.2	7.0	35.4	29.9	3.2	345
Administrators	4.1	22.8	6.6	36.5	25.4	4.6	197
Faculty	7.1	35.4	8.5	31.0	16.5	1.5	638
Union Excluded	0.8	24.4	10.9	28.6	20.2	15.1	119
N	65	373	104	426	282	49	1299

M	Analysis of Variance				F	F Probability
	Group[a]	3	4	2	1	16.8	0.0000
3.1465	3						
3.5049	4						
3.5904	2	*					
3.6997	1	*					

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows: 1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 24

Summary of College Work Group Responses for Statement B32

B32. Whenever I have a problem, I find someone actively involved in the union to help me out.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	7.7	27.1	8.9	33.4	19.4	3.4	350
Administrators	3.0	8.1	9.1	37.1	33.0	9.6	197
Faculty	5.7	24.4	14.6	31.5	20.0	3.8	635
Union Excluded	2.5	4.1	5.8	23.1	19.0	45.5	121
N	72	271	149	418	283	110	1303

M	Analysis of Variance				F	F Probability
	Group[a]	1	3	4	2	17.3	0.0000
3.3077	1					
3.3715	3					
3.9545	4	*	*			
3.9831	2	*	*			

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows: 1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 25

Summary of College Work Group Responses for Statement B33

B33. I understand my contract.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	10.5	46.4	12.5	19.4	9.4	1.8	351
Administrators	9.6	45.2	7.6	18.3	10.7	8.6	197
Faculty	8.6	59.6	11.4	15.9	4.2	0.3	641
Union Excluded	3.4	16.9	3.4	4.2	1.7	70.4	118
N	115	654	136	211	83	108	1307

M	Analysis of Variance				F	F Probability
	Group[a]	4	3	1	2	4.6	0.0030
2.4571	4					
2.4742	3					
2.7014	1		*			
2.7278	2		*			

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows: 1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 26

Summary of College Work Group Responses for Statement B37

B37. Prior to collective bargaining, getting the job done was more important than who did it.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	12.7	36.3	19.0	16.7	6.3	9.0	347
Administrators	12.8	30.6	27.6	17.3	4.1	7.6	196
Faculty	6.8	23.5	27.3	22.3	10.7	9.4	618
Union Excluded	19.0	32.2	15.7	18.2	6.6	8.3	121
N	134	370	308	252	104	114	1282

M	Analysis of Variance				F	F Probability
	Group[a]	4	1	2	3	14.4	0.0000
2.5766	4					
2.6456	1					
2.6685	2					
3.0732	3	*	*	*		

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows: 1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 27

Summary of College Work Group Responses for Statement B39

B39. Students understand campus union behavior.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	1.1	8.3	24.1	35.1	19.3	12.1	348
Administrators	0.0	5.6	19.8	46.7	25.4	2.5	197
Faculty	0.3	8.6	22.2	39.4	24.2	5.3	627
Union Excluded	0.0	5.0	12.4	50.4	22.3	9.9	121
N	6	100	277	522	296	92	1293

M	Analysis of Variance				F	F Probability
	Group[a]	1	3	2	4	3.8	0.0090
3.7157	1					
3.8300	3					
3.9427	2					
4.0000	4	*				

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows:
1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 28

Summary of College Work Group Responses for Statement B42

B42. Unionization has helped various employee groups better understand themselves.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	7.3	27.3	17.7	30.2	11.6	5.9	344
Administrators	3.0	23.4	31.5	26.9	12.2	3.0	197
Faculty	7.4	26.5	26.0	22.2	14.7	3.2	634
Union Excluded	2.5	22.1	21.3	38.5	9.8	5.8	122
N	81	335	314	345	169	53	1297

M	Analysis of Variance				F	F Probability
	Group[a]	1	2	3	4	1.5	0.1952
3.1235	1						
3.2251	2	No two groups are significantly different.					
3.1059	3						
3.3304	4						

[a]The work groups are indicated by numbers as follows:
1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 29

Summary of College Work Group Responses for Statement B47

B47. Our union leaders are there to help us solve any problem that comes up.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	8.9	38.1	11.2	21.8	18.0	2.0	349
Administrators	5.5	27.6	20.6	25.1	14.6	6.6	199
Faculty	12.1	43.4	19.1	14.5	10.3	0.6	634
Union Excluded	2.5	22.3	13.2	20.7	7.4	33.9	121
N	122	490	217	243	166	65	1303

M	Analysis of Variance				F	F Probability
	Group[a]	3	1	4	2	12.3	0.0000
2.6714	3					
3.0205	1	*				
3.1250	4	*				
3.1667	2	*				

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows: 1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 30

Summary of College Work Group Responses for Statement B50

B50. At this college it is easy to discuss union problems with the administration.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	4.0	20.5	20.2	27.7	22.5	5.1	347
Administrators	8.6	37.9	22.2	18.2	9.1	4.0	198
Faculty	2.7	25.4	30.5	20.8	14.1	6.5	630
Union Excluded	8.2	57.4	9.8	8.2	7.4	9.0	122
N	58	376	318	273	194	78	1297

M	Analysis of Variance				F	F Probability
	Group[a]	4	2	3	1	29.8	0.0000
2.4414	4					
2.8053	2					
3.1952	3	*	*			
3.4650	1	*	*	*		

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows:
1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 31

Summary of College Work Group Responses for Statement B51

B51. The level of performance of work groups on this campus has improved since collective bargaining.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	2.0	17.4	30.2	26.5	16.2	7.7	351
Administrators	1.0	3.0	37.9	30.8	19.7	7.6	198
Faculty	2.2	9.8	40.5	25.8	16.5	5.2	624
Union Excluded	0.0	4.2	28.3	43.3	17.5	6.7	120
N	23	133	468	367	220	82	1293

M	Analysis of Variance				F	F Probability
	Group[a]	1	3	2	4	7.2	0.0001
3.4074	1					
3.4696	3					
3.7049	2	*	*			
3.7946	4	*	*			

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows: 1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 32

Summary of College Work Group Responses for Statement B52

B52. Unionization has not affected services to students.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	11.2	46.0	20.4	12.1	4.3	6.0	348
Administrators	8.0	29.1	22.6	22.1	13.6	4.6	199
Faculty	9.8	34.5	24.7	17.1	11.6	2.3	631
Union Excluded	1.6	31.1	26.2	28.7	6.6	5.8	122
N	119	474	304	229	123	51	1300

M	Analysis of Variance				F	F Probability
	Group[a]	1	3	2	4	13.9	0.0000
2.4924	1					
2.8574	3	*				
3.0421	2	*				
3.0783	4	*				

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows:
1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 33

Summary of College Work Group Responses for Statement B55

B55. Unionization has improved my status as an employee.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	6.8	22.7	15.9	30.9	20.4	3.3	353
Administrators	1.0	7.6	25.4	35.0	20.8	10.2	197
Faculty	6.5	23.7	21.7	26.7	19.8	1.6	630
Union Excluded	0.0	6.6	7.4	13.9	12.3	59.8	122
N	67	252	252	363	253	115	1302

M	Analysis of Variance				F	F Probability
	Group[a]	3	1	2	4	8.3	0.0000
3.3016	3					
3.3666	1					
3.7458	2	*	*			
3.7959	4	*				

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows:
1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 34

Summary of College Work Group Responses for Statement B62

B62. When unionization came in, everyone found out who the "real" bosses are.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	3.8	10.4	19.4	43.8	12.2	10.4	345
Administrators	2.6	6.7	22.1	45.6	15.4	7.6	195
Faculty	2.3	9.8	24.7	36.4	17.6	9.2	615
Union Excluded	1.6	4.9	9.8	53.3	24.6	5.8	122
N	34	114	274	529	210	115	1277

M	Analysis of Variance				F	F Probability
	Group[a]	4	2	3	1	6.0	0.0004
2.0000	4					
2.3000	2					
2.3692	3	*				
2.4401	1	*				

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows: 1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 35

Summary of College Work Group Responses for Statement B17

B17. On this campus supervisors encourage workers to discuss job issues.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	5.4	32.2	8.3	32.2	17.7	4.2	351
Administrators	7.1	42.9	14.6	25.3	8.6	1.5	198
Faculty	5.8	31.0	16.7	22.0	14.0	10.5	636
Union Excluded	10.7	46.3	10.7	22.3	7.4	2.6	121
N	83	451	177	330	177	88	1306

M	Analysis of Variance				F	F Probability
	Group[a]	4	2	3	1	8.6	0.0000
2.6864	4						
2.8513	2						
3.0826	3	*					
3.2560	1	*	*				

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows: 1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 36

Summary of College Work Group Responses for Statement B20

B20. If I have a problem, I go directly to my superior for help.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	24.4	47.3	6.2	15.0	6.5	0.6	353
Administrators	33.8	41.9	3.5	14.6	5.6	0.6	198
Faculty	18.5	37.7	9.5	19.4	11.1	3.8	639
Union Excluded	36.4	41.3	6.6	8.3	4.1	3.3	121
N	315	541	98	216	110	31	1311

M	Analysis of Variance				F	F Probability
	Group[a]	4	2	1	3	15.9	0.0000
1.9915	4						
2.1574	2						
2.3162	1						
2.6569	3	*	*	*			

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows: 1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 37

Summary of College Work Group Responses for Statement B30

B30. Communications on this campus only go from the top down.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	17.0	33.0	12.2	25.9	9.1	2.8	352
Administrators	10.2	15.2	9.6	44.2	20.8	0.0	197
Faculty	9.7	18.5	12.0	45.4	13.6	0.8	632
Union Excluded	10.9	11.8	10.9	51.3	13.4	1.7	119
N	154	277	151	526	175	17	1300

M	Analysis of Variance				F	F Probability
Group[a]	2	4	3	1	22.7	0.0000
3.5025 2						
3.4530 4						
3.3509 3						
2.7632 1	*	*	*			

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows: 1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 38

Summary of College Work Group Responses for Statement B59

B59. The various work groups on this campus understand each other's functions.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	3.5	26.7	15.4	37.8	14.8	1.8	344
Administrators	2.0	30.6	19.4	36.2	11.2	0.6	196
Faculty	2.1	30.8	24.3	33.9	8.1	0.8	629
Union Excluded	0.0	37.7	24.6	27.9	8.2	1.6	122
N	29	392	274	448	134	14	1291

M	Analysis of Variance	F	F Probability
Group[a]	1 2 3 4	3.1	0.0229
3.3432	1		
3.2410	2	No two groups are significantly different.	
3.1522	3		
3.0667	4		

[a]The work groups are indicated by numbers as follows:
1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 39

Summary of College Work Group Responses for Statement B60

B60. My superior would not know how to help me if I had a typical worker's problem.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	11.4	16.0	8.3	44.0	19.1	1.2	350
Administrators	6.1	7.1	7.6	46.2	31.5	1.5	197
Faculty	4.0	12.1	13.7	43.9	21.9	4.4	629
Union Excluded	2.5	5.8	6.6	45.5	28.9	10.7	121
N	80	153	138	576	302	48	1297

M	Analysis of Variance				F	F Probability
	Group[a]	4	2	3	1	11.4	0.0000
4.0370	4						
3.9124	2						
3.7088	3						
3.4393	1	*	*	*			

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows: 1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 40

Summary of College Work Group Responses for Statement B16

B16. Whenever college leadership is discussed, I can really support ours.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	7.3	24.8	20.1	20.4	17.8	9.6	343
Administrators	19.0	39.5	14.9	17.4	7.7	1.5	195
Faculty	6.9	32.2	22.0	22.4	15.4	1.1	637
Union Excluded	35.8	38.3	7.5	5.8	8.3	4.3	120
N	149	413	247	254	184	48	1295

M	Analysis of Variance				F	F Probability
	Group[a]	4	2	3	1	31.9	0.0000
2.0870	4						
2.5469	2	*					
3.0730	3	*	*				
3.1839	1	*	*				

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows: 1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 41

Summary of College Work Group Responses for Statement B19

B19. Most people on this campus are motivated by personal concerns.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	21.8	45.0	13.2	12.0	4.9	3.1	349
Administrators	12.6	43.4	18.7	19.2	4.5	1.6	198
Faculty	20.2	44.4	16.8	15.8	1.9	0.9	638
Union Excluded	13.3	50.8	12.5	19.2	4.2	0.0	120
N	246	587	205	204	43	20	1305

M	Analysis of Variance				F	F Probability
	Group[a]	2	4	3	1	3.7	0.0103
2.5897	2					
2.5000	4					
2.3418	3	*				
2.3070	1	*				

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows: 1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 42

Summary of College Work Group Responses for Statement B29

B29. In a social gathering I shy away from discussing the college.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	8.8	28.7	4.5	37.5	15.3	5.2	352
Administrators	5.6	22.3	4.6	50.8	16.2	0.5	197
Faculty	5.8	11.8	5.2	49.6	26.0	1.6	635
Union Excluded	4.1	22.1	4.1	49.2	18.0	2.5	122
N	84	247	63	607	273	32	1306

M	Analysis of Variance				F	F Probability
	Group[a]	3	4	2	1	16.7	0.0000
3.7936	3						
3.5630	4						
3.5000	2	*					
3.2305	1	*					

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows:
1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 43

Summary of College Work Group Responses for Statement B34

B34. People on this campus feel important because they are members of this college community.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	5.3	33.0	19.9	28.4	10.5	2.9	342
Administrators	6.6	31.0	23.9	27.4	7.6	3.5	197
Faculty	2.7	33.5	24.3	26.8	11.7	1.0	635
Union Excluded	3.3	46.7	19.7	24.6	5.7	0.0	122
N	52	444	293	351	132	24	1296

M	Analysis of Variance	F	F Probability
Group[a]	1 2 3 4	2.4	0.0503
3.0602	1		
2.9842	2	No two groups are significantly different.	
3.1131	3		
2.8279	4		

[a]The work groups are indicated by numbers as follows:
1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 44

Summary of College Work Group Responses for Statement B45

B45. When this campus is written up in the newspaper, I read every word.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	18.4	50.3	5.6	20.1	3.7	2.0	354
Administrators	23.8	53.8	4.5	14.6	3.0	0.5	199
Faculty	23.9	51.7	4.9	15.7	3.1	0.6	635
Union Excluded	27.9	51.6	3.3	15.6	1.6	0.0	122
N	298	676	64	219	41	12	1310

M		Analysis of Variance				F	F Probability
	Group[a]	1	2	3	4	2.9	0.0307
2.3919	1						
2.1919	2	No two groups are significantly different.					
2.2203	3						
2.1148	4						

[a]The work groups are indicated by numbers as follows:
1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 45

Summary of College Work Group Responses for Statement B54

B54. College leaders encourage student participation in problem solving.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	5.2	39.9	15.2	21.0	8.6	10.1	348
Administrators	14.7	47.2	13.2	18.8	4.6	1.5	197
Faculty	8.4	49.4	15.3	16.9	8.8	1.2	633
Union Excluded	10.7	65.6	5.7	9.8	4.1	4.1	122
N	113	625	183	229	100	50	1300

M	Analysis of Variance				F	F Probability
	Group[a]	4	2	3	1	9.4	0.0000
2.2821	4						
2.5052	2						
2.6805	3	*					
2.8658	1	*	*				

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows: 1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 46

Summary of College Work Group Responses for Statement B64

B64. I do my job on this campus without worrying about other workers.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	27.0	44.6	2.6	17.9	6.5	1.4	352
Administrators	17.3	34.5	3.6	32.5	10.1	2.0	197
Faculty	21.2	36.4	5.1	28.0	8.1	1.2	626
Union Excluded	17.2	27.9	4.1	38.5	9.8	2.5	122
N	283	487	53	349	106	19	1297

M	Analysis of Variance				F	F Probability
	Group[a]	4	2	3	1	10.9	0.0000
2.9580	4						
2.8342	2						
2.6494	3						
2.3411	1	*	*	*			

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows:
1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 47

Summary of College Work Group Responses for Statement B18

B18. Within my work group morale is low.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	22.2	29.5	10.2	23.9	11.6	2.6	352
Administrators	11.2	21.8	4.1	33.0	29.4	0.5	197
Faculty	19.1	29.9	10.2	26.0	13.8	1.0	639
Union Excluded	7.4	18.9	6.6	42.6	23.8	0.7	122
N	231	361	117	367	216	18	1310

M		Analysis of Variance				F	F Probability
	Group[a]	4	2	3	1	22.1	0.0000
3.5702	4						
3.4796	2						
2.8528	3	*	*				
2.7259	1	*	*				

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows: 1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 48

Summary of College Work Group Responses for Statement B22

B22. In my opinion morale in college work groups other than mine is high.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	2.8	12.2	24.4	35.5	15.6	9.5	352
Administrators	0.5	19.7	22.7	40.4	13.6	3.1	198
Faculty	0.8	8.8	38.7	33.5	14.5	3.7	633
Union Excluded	0.8	19.8	23.1	40.5	12.4	3.4	121
N	17	162	404	466	189	66	1304

M		Analysis of Variance				F	F Probability
	Group[a]	1	2	3	4	0.423	0.7368
3.5392	1						
3.4844	2	No two groups are significantly different.					
3.5410	3						
3.4530	4						

[a]The work groups are indicated by numbers as follows:
1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 49

Summary of College Work Group Responses for Statement B28

B28. If I don't do my job well, students will suffer.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	41.0	45.5	1.7	5.9	1.1	4.8	354
Administrators	60.8	30.7	1.5	4.5	1.0	1.5	199
Faculty	62.1	34.9	1.2	0.9	0.3	0.6	642
Union Excluded	35.2	47.5	3.3	8.2	0.0	5.8	122
N	708	504	21	46	8	30	1317

M	Analysis of Variance				F	F Probability
	Group[a]	3	2	1	4	20.8	0.0000
1.4163	3					
1.5204	2					
1.7478	1	*	*			
1.8348	4	*	*			

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows: 1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 50

Summary of College Work Group Responses for Statement B31

B31. At this college conflict often exists between various campus groups.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	17.1	42.0	12.6	18.6	3.1	6.6	350
Administrators	18.8	46.7	13.2	18.3	2.5	0.5	197
Faculty	14.4	42.9	14.1	24.0	3.1	1.5	638
Union Excluded	12.4	41.3	11.6	28.9	3.3	2.5	121
N	204	563	174	289	40	36	1306

M	Analysis of Variance				F	F Probability
	Group[a]	1	2	3	4	2.8	0.0351
2.4495	1						
2.3878	2	No two groups are significantly different.					
2.5787	3						
2.6864	4						

[a]The work groups are indicated by numbers as follows: 1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 51

Summary of College Work Group Responses for Statement B41

B41. My job is important in meeting student needs.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	41.6	45.3	2.3	4.2	0.8	5.8	353
Administrators	60.3	33.7	1.5	2.5	0.0	2.0	199
Faculty	65.3	33.6	0.9	0.2	0.0	0.0	639
Union Excluded	42.6	42.6	2.5	4.9	0.0	7.4	122
N	736	494	20	27	3	33	1313

M	Analysis of Variance				F	F Probability
	Group[a]	3	2	4	1	23.7	0.0000
1.3599	3					
1.4513	2					
1.6726	4	*	*			
1.6997	1	*	*			

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows: 1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 52

Summary of College Work Group Responses for Statement B43

B43. When we finish a job, my colleagues and I feel satisfied.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	24.4	57.6	5.4	7.4	2.6	2.6	349
Administrators	29.8	57.1	5.6	6.1	1.4	0.0	198
Faculty	21.3	52.5	12.4	8.4	2.9	2.5	630
Union Excluded	19.0	69.4	2.5	5.0	2.5	1.6	121
N	301	729	111	97	33	27	1298

M	Analysis of Variance				F	F Probability
	Group[a]	2	4	1	3	4.2	0.0052
1.9242	2					
2.0084	4					
2.0382	1					
2.1694	3	*				

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows: 1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 53

Summary of College Work Group Responses for Statement B46

B46. Tasks are arranged on this campus so that various groups can work together for a common purpose.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	4.9	28.6	17.1	30.0	14.6	4.8	350
Administrators	7.1	40.6	15.2	28.9	7.1	1.1	197
Faculty	5.1	36.0	24.2	22.1	11.1	1.5	633
Union Excluded	9.9	46.3	14.9	21.5	7.4	0.0	121
N	75	464	261	328	144	29	1301

M	Analysis of Variance				F	F Probability
	Group[a]	4	2	3	1	7.6	0.0000
2.7025	4						
2.8821	2						
2.9807	3						
3.2192	1	*	*	*			

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows:
1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 54

Summary of College Work Group Responses for Statement B57

B57. Most work groups on this campus are going through the motions and are not really committed to their responsibilities.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	14.4	29.7	18.4	29.7	3.7	4.1	347
Administrators	5.6	21.0	13.3	46.2	11.3	2.6	195
Faculty	5.3	15.3	23.0	41.1	12.6	2.7	627
Union Excluded	5.8	23.1	19.0	39.7	10.7	1.7	121
N	101	268	257	499	127	38	1290

M	Analysis of Variance				F	F Probability
	Group[a]	3	2	4	1	25.5	0.0000
3.4164	3						
3.3737	2						
3.2689	4						
2.7778	1	*	*	*			

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows: 1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 55

Summary of College Work Group Responses for Statement B58

B58. On this campus people from various groups work together to solve problems.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	3.2	38.2	16.5	28.3	10.4	3.4	346
Administrators	9.6	54.8	8.1	19.3	7.1	1.1	197
Faculty	4.4	53.1	19.3	17.0	5.9	0.3	631
Union Excluded	4.9	60.7	10.7	16.4	5.7	1.6	122
N	64	649	208	263	94	18	1296

M	Analysis of Variance				F	F Probability
	Group[a]	4	2	3	1	12.9	0.0000
2.5667	4						
2.5897	2						
2.6661	3						
3.0479	1	*	*	*			

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows: 1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 56

Summary of College Work Group Responses for Statement B65

B65. I like working with students.

Group	SA%	A%	U%	D%	SD%	NA%	N
Nonprofessionals	44.8	43.6	4.2	1.1	0.8	5.5	353
Administrators	66.7	29.8	1.0	0.0	1.0	1.5	198
Faculty	74.7	23.9	0.8	0.3	0.2	0.1	636
Union Excluded	50.0	39.3	1.6	0.0	0.0	9.1	122
N	826	413	24	6	6	34	1309

M	Analysis of Variance				F	F Probability
	Group[a]	3	2	4	1	27.3	0.0000
1.2709	3						
1.3641	2						
1.4685	4	*					
1.6228	1	*	*				

*Denotes pairs of groups significantly different at the 0.05 level (Scheffe test).

[a]The work groups are indicated by numbers as follows:
1 nonprofessionals, 2 administrators, 3 faculty, and 4 union excluded

Table 57

Factor Analysis of Statements B16-B65[a]

Factor	Eigenvalue	% of Var.	Cum %
1	6.67745	43.6	43.6
2	3.01923	19.7	63.4
3	2.06618	13.5	76.9
4	1.99538	13.0	89.9
5	1.54701	10.1	100.0

[a]Complete factor analysis statistics available from the researcher.

Table 58

Open-Ended Responses by Work Group

Group	No-Effect %	Not-Relevant %	Some-Effect %
Nonprofessionals	32	23	21
Administrators	18	9	15
Faculty	38	64	52
Union Excluded	12	4	12
N	445	150	546

Table 59

Work Group Open-Ended Responses for Some-Effect Category by Subgroup

Subgroup	Faculty %	Admin. %	Nonprof. %	Union Excluded %	N
Limited Knowledge of Exclusion	86	5	8	1	222
Divisive	52	28	11	9	82
Poor Morale	17	24	31	28	29
Union Dues Issue	10	14	72	4	29
Elitism	17	30	50	3	30
Poor Productivity	46	18	36	0	11
No Job Security	7	11	26	56	27
No Fringe Benefits	6	31	6	57	16
Isolation/Alienation	30	10	30	30	10
Work to the Rule	60	7	20	13	15
Pro-Unions	43	16	41	0	37
Anti-Unions	7	26	60	7	15
Things Have Improved	13	30	4	53	23
N	286	84	115	61	546